



THE SCHOOL DISTRICT OF
PHILADELPHIA

K-5 English to Speakers of other Languages (ESOL) Teacher Survey Results

Perceptions and experiences of ESOL teachers and utilization and satisfaction with SDP's collaborative English Language Development (ELD) model of instruction

December 2020

Office of Research and Evaluation

About the K-5 ESOL Teacher Survey

Purpose: The purpose of this survey was to measure the perceptions and experiences of ESOL teachers in an elementary setting and the extent to which elementary teachers utilize and are satisfied with SDP's collaborative English Language Development (ELD) model of instruction.¹

Development: The ESOL Teacher Survey was developed by the Office of Research and Evaluation (ORE) in collaboration with the Office of Multilingual Curriculum and Programs (OMCP)

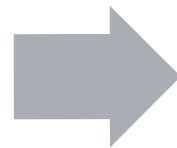
Administration: The ESOL teacher survey was sent to 204 K-5 ESOL teachers based on a list provided by OMCP. The survey was open for three weeks between February 24, 2020 to March 15, 2020.

¹Read more about the collaborative ELD model: <https://bit.ly/2FM1soy>

The survey was comprised of three parts: questions that pertained to all K-5 ESOL teachers, questions for teachers who said that they used the collaborative ELD model¹, and additional open-ended questions² that collected details about previous questions.

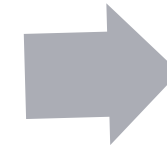
Part 1: Questions about perceptions and experiences of K-5 ESOL teachers related to:

- ELs served by ESOL teachers and the quality of services provided to those ELs
- Schools where ESOL teachers work and the extent to which schools have what they need to serve ELs



Part 2: Questions about the use of the collaborative ELD model, specifically:

- Interest in implementing the collaborative ELD model
- Perceived benefits of implementing the model
- Supports that aim to strengthen implementation
- Frequency of collaboration during planning, instruction, assessment, and reflection
- Challenges to implementing the model



Part 3: Open-ended questions that solicit additional details and insights about responses to parts 1 and 2 of the survey.

- Supports that could improve teachers' ability to serve ELs
- Ways to improve planning time
- Collaborative coteaching practices that should be scaled

¹Read more about the Collaborative ELD model: <https://bit.ly/2FM1soy>

²Open-ended items were assigned to participants based on their responses to questions in Part 1 and 2 of the survey.

About the Respondents

In total, of 204 invited, 128 teachers responded to some portion of the survey for a response rate of 63%. Of the 128 respondents who answered the general questions about their experiences as ESOL teachers, 105 said that they used the collaborative ELD model and answered questions on that topic.

Survey Part	Number of Respondents
Part 1: general questions about being an ESOL teacher in SDP	128
Part 2: questions about using the collaborative ELD model of EL instruction	105

Teachers responded to questions about their use of and satisfaction with the collaborative ELD model in each grade band. About half of the respondents reported that they taught students in grades K-2 and about half reported that they taught students in grades 3-5.

Grade Band Served (check all that apply)	Number of Respondents	Percentage of Respondents
grades K-2	76	59%
grades 3-5	76	59%

Over one-third of respondents reported teaching at schools with large EL populations (more than 20% of student population is classified as ELs).

EL Population as Percentage of School Population	Number of Respondents	Percentage of Respondents
Less than 5%	3	2%
6%-10%	10	8%
11%-15%	12	9%
16%-20%	15	12%
More than 20%	46	36%
No response	42	33%

Nearly a quarter of respondents reported working with five or more other ESOL teachers.

Number of ESOL teachers at the school in addition to respondent	Number of Respondents	Percentage of Respondents
Less than 1 (only a part-time ESOL teacher)	6	5%
1-2	34	27%
3-4	21	16%
5+	30	23%
No response	37	29%

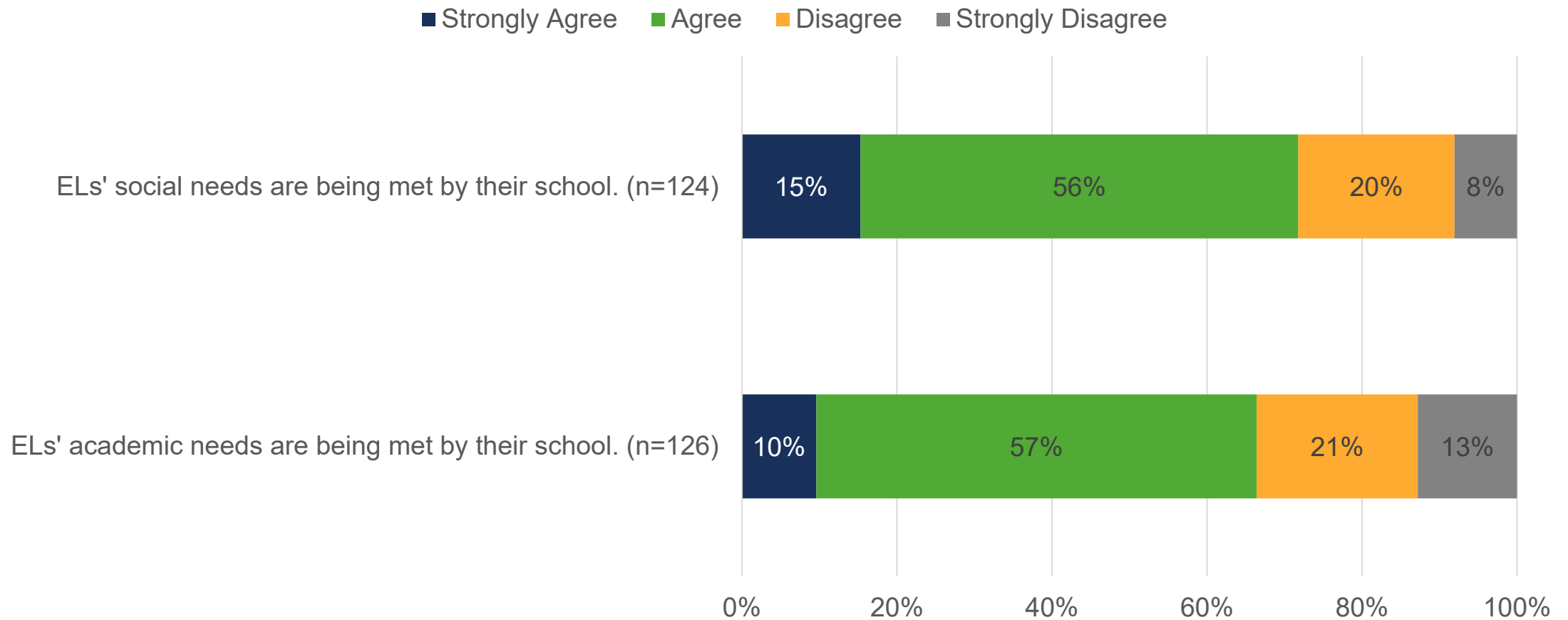
Over half of respondents reported having more than 10 years of teaching experience and a quarter reported having more than 10 years of experience as an ESOL teacher.

Years of Teaching Experience		
Number of Years	Number of Respondents	Percentage of Respondents
1-2 years	2	2%
3-5 years	2	2%
6-10 years	16	13%
11-15 years	21	16%
More than 15 years	51	40%
No Response	36	28%

Years as an ESOL Teacher		
Number of Years	Number of Respondents	Percentage of Respondents
1-2 years	15	12%
3-5 years	19	15%
6-10 years	25	20%
11-15 years	16	13%
More than 15 years	15	12%
No Response	38	30%

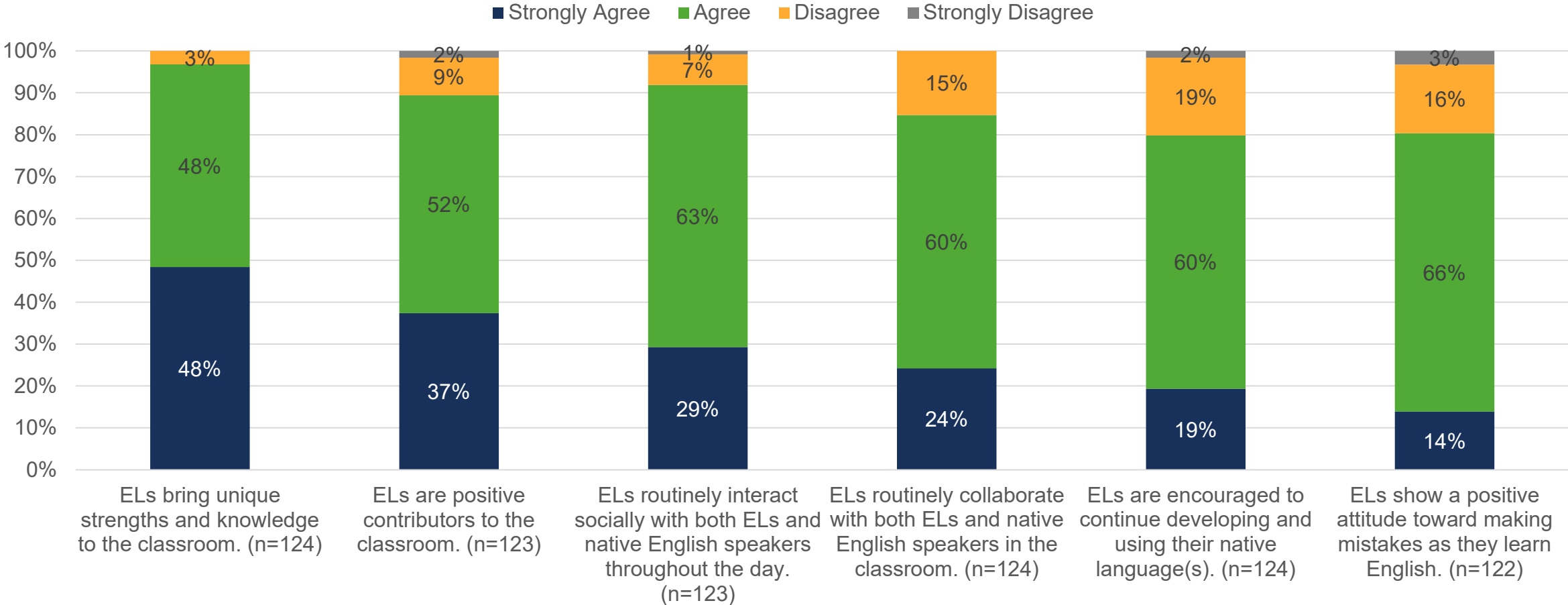
Findings: General perceptions about the schools where ESOL teachers work

Approximately two-thirds of respondents (67%) believe that schools are meeting ELs' academic needs and slightly more (71%) believe that schools are meeting ELs' social needs.



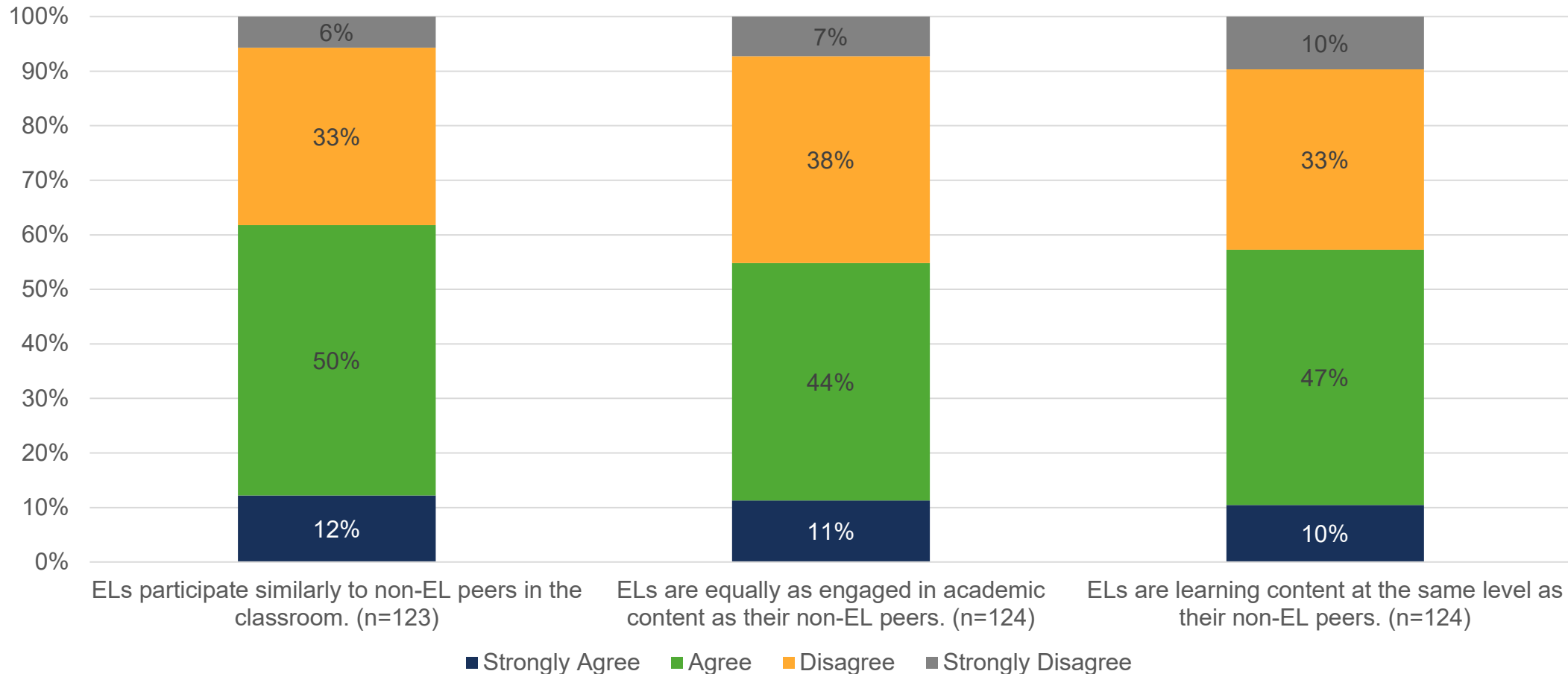
Nearly all respondents “agreed” or “strongly agreed” that ELs bring unique strengths and knowledge to the classroom.

Teacher Perceptions of Students: Highly Rated Items

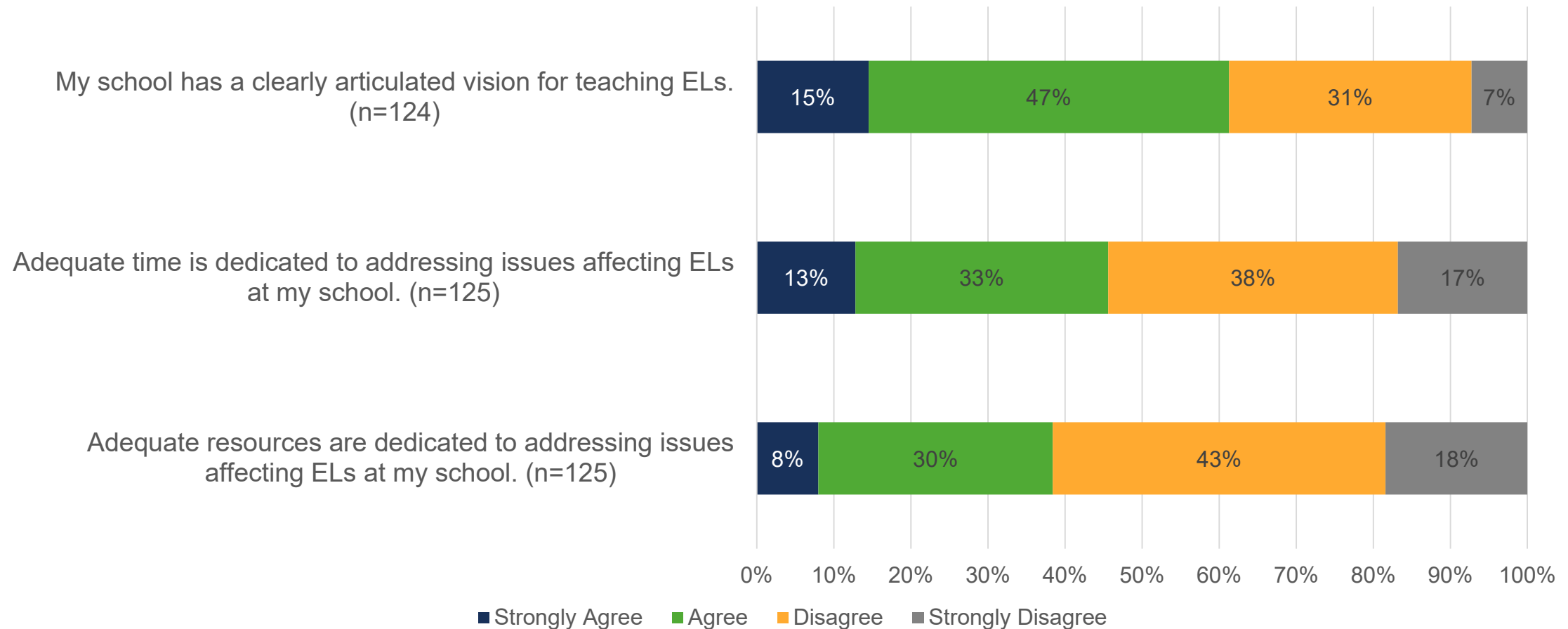


Fewer than two-thirds of respondents “agreed” or “strongly agreed” that ELs are participating similarly in the classroom (62%), learning content at the same level (57%), or equally as engaged in academic content compared to their non-EL peers (55%).

Teacher Perceptions of Students: Lower Rated Items



Approximately two-thirds of respondents (62%) reported that their school has a clearly articulated vision for teaching ELs. However, fewer than half of respondents said that their school dedicates adequate time (46%) and resources (38%) to addressing issues affecting ELs.

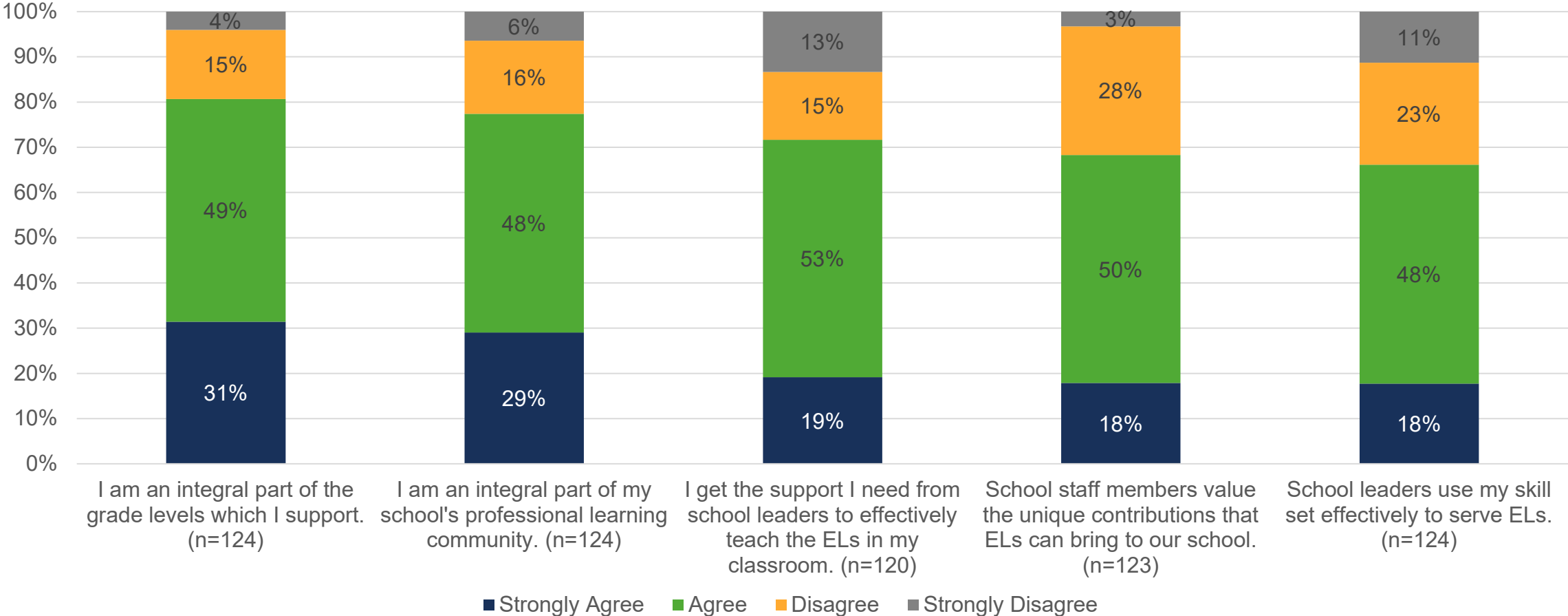


Respondents who reported that their school had a clearly articulated vision for teaching ELs were more likely to report that their school dedicated adequate time and resources to addressing issues affecting ELs

STRONGLY AGREED or AGREED that...	Respondents who STRONGLY AGREED or AGREED that their school has a clearly articulated vision for teaching ELs (n=76)	Respondents who STRONGLY DISAGREED or DISAGREED that their school has a clearly articulated vision for teaching ELs (n=48)
Adequate time is dedicated to addressing issues affecting ELs at my school.	58%	27%
Adequate resources are dedicated to addressing issues affecting ELs at my school.	53%	18%

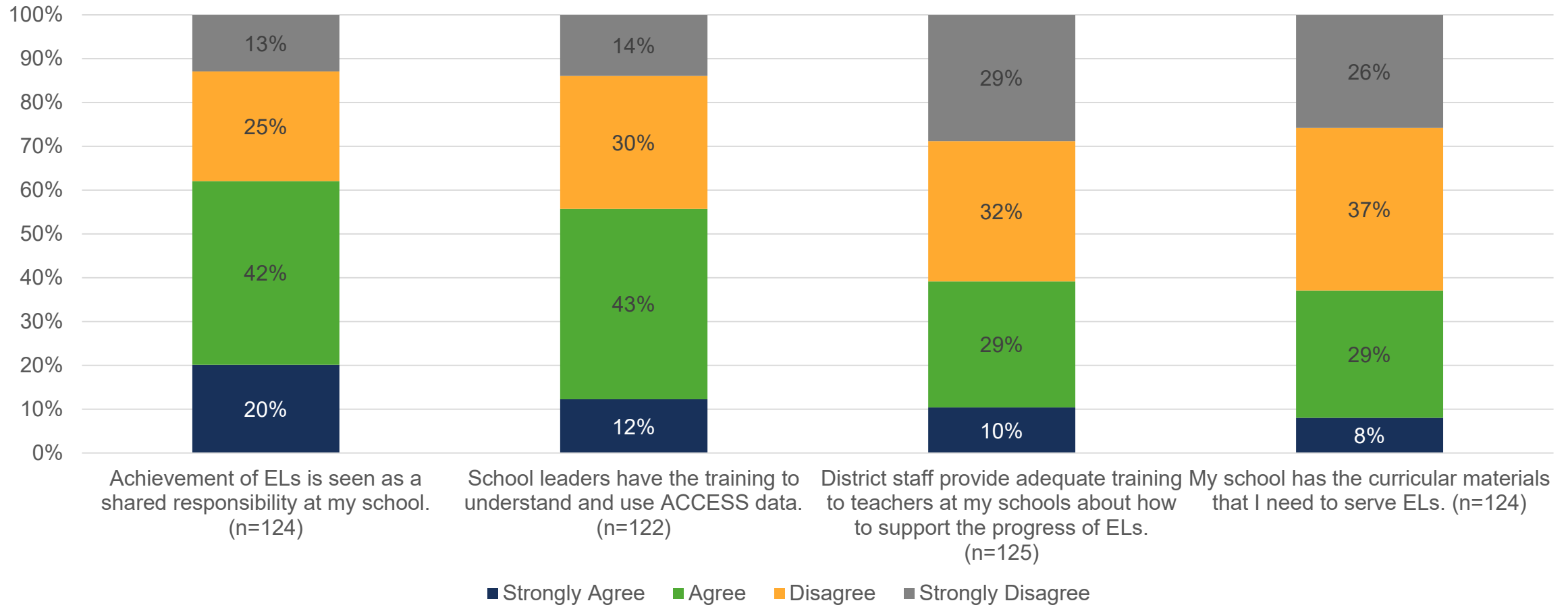
Most respondents “agreed” or “strongly agreed” that they were an integral part of the grade levels that they support (80%) and of their school’s professional learning community (77%).

Teacher Perceptions of Schools: Highly Rated Items



Fewer than half of respondents reported that teachers at their school were provided adequate training to support the progress of ELs (39%) and that the school had the curricular materials that are needed to serve ELs (37%).

Teacher Perceptions of Schools: Lower Rated Items



Findings: K-5 Collaborative ELD Model Implementation

The survey asked teachers about their satisfaction with and use of the collaborative ELD model for instruction in grades K-5.

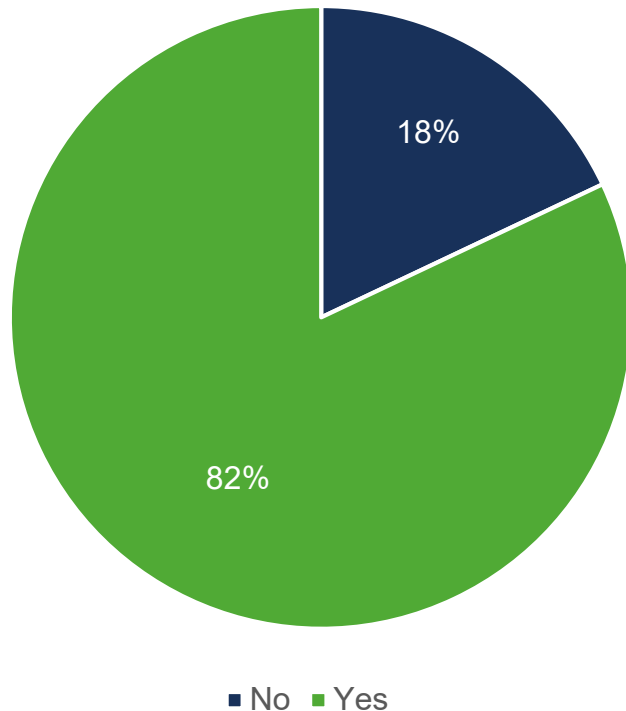
Grade Span	EL Levels					
	1.0 – 1.9 Entering	2.0 – 2.9 Beginning	3.0 – 3.9 Developing	4.0 – 4.9 Expanding	5.0 – 5.9 Bridging	6.0 Reaching
K – 2	All co-teaching/push-in					
3– 5	All collaborative pull-out	Co-teaching/push-in <i>*Collaborative pull-out on a case-by-case basis</i>		All co-teaching/push-in		

- **In grades K-2**, the model requires ESOL teachers to “push-in” to the classroom and co-teach along side the general education teacher, no matter the English proficiency level of their students.
- **In grades 3-5**, ESOL teachers pull out level 1 English speakers, and push-in to support level 4 speakers and above. Both the push-in and pull-out model may be used for level 2 and 3 speakers and should be determined collaboratively based on the individual needs of each student.

Implementation: Grades K-5

The majority of respondents (82%, n=105) said that they implemented the collaborative ELD model in grades K-5.

Of those who reported that they do not use the framework (n=23), the primary reason was that school leaders require a different model.



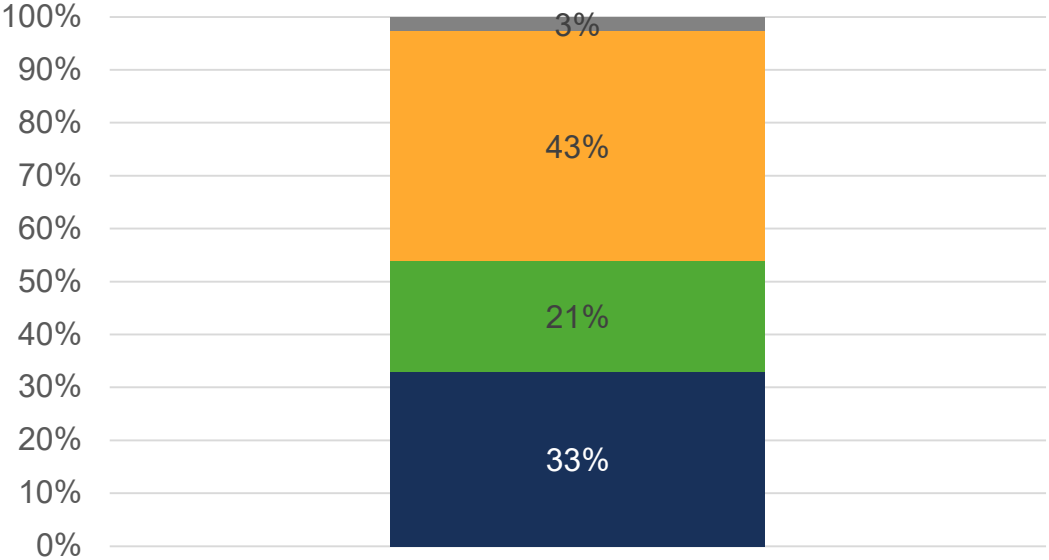
Reasons for not implementing the collaborative ELD framework (n=23) (check all that apply)	Count	Percent
School leaders require a different model	14	61%
Schedules do not allow for general education teachers and ESOL teachers to collaborate	9	39%
There aren't enough ESOL teachers at my school for the Framework to be implemented effectively	6	26%
There is no specific time established during the school day for collaborative planning	4	17%
My students' main needs involve targeted language instruction, so I focus on pull-out instruction	4	17%
I have flexibility about how to support ELs that I teach, and I choose not to work much with their general education teachers	2	9%
There are too few ELs at my school for the Framework to be implemented effectively	2	9%
Other (not enough space in the classroom)	2	9%
Other (not enough support from District staff)	2	9%
I do not work well with some or all of my students' general education teachers	0	0%

Primary reasons, open-ended

- *We don't have much space to pull out beginning ELs in grades 3-5. The principal doesn't understand language acquisition. There is no vision, no curriculum, no PD, no guidance. The principal doesn't follow SDP guidelines because there's no follow-through from 440.*
- *In most classrooms there is inadequate space to push into classrooms. The noise level in a lot of classrooms is not conducive to concentrating and learning. My students prefer to be pulled out because they can work in a quiet, distraction free environment, where they can focus and learn.*
- *My schedule is too difficult to allow this. I service my students according their needs in order to coordinate a schedule.*

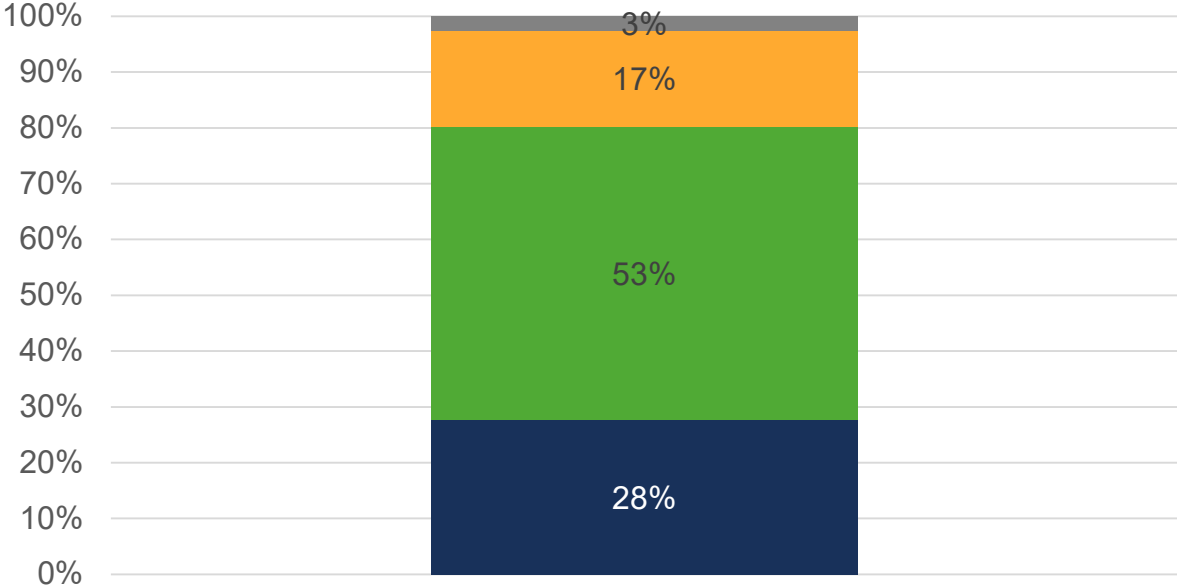
Over half of respondents (54%) indicated that they followed the collaborative ELD model (framework) “for the most part” or “very closely” in **grades K-2**, compared to over three-quarters (81%) in **grades 3-5**.

K-2 Model Implementation (n=76)



- I do not follow the Framework.
- I follow the Framework somewhat.
- I follow the Framework for the most part.
- I follow the Framework very closely.

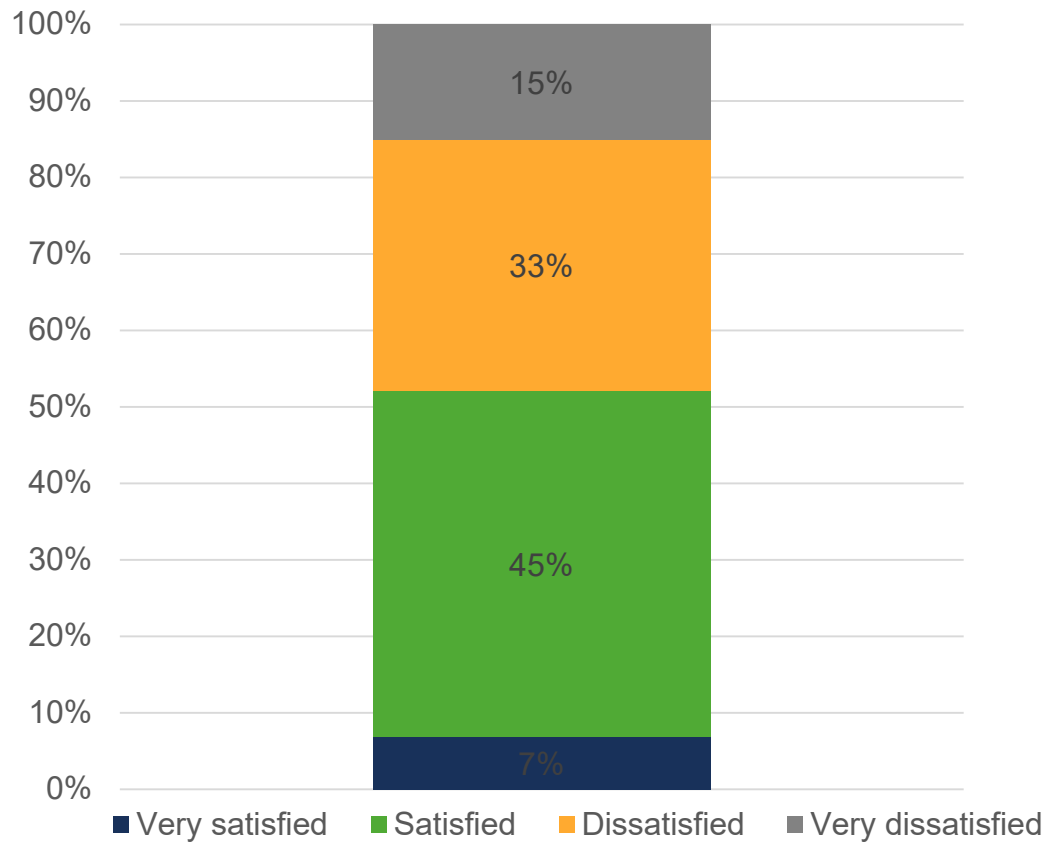
3-5 Model Implementation (n=76)



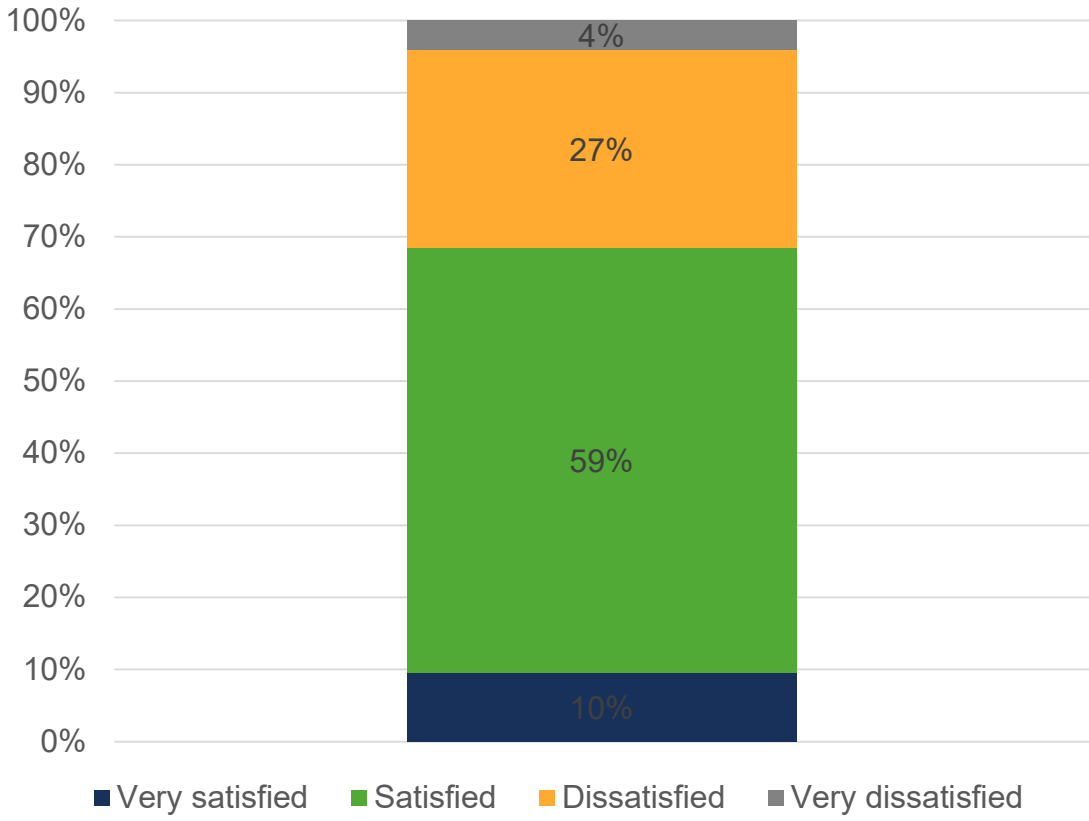
- I do not follow the Framework.
- I follow the Framework somewhat.
- I follow the Framework for the most part.
- I follow the Framework very closely.

Just over half of K-2 respondents (52%) indicated that they were “satisfied” or “very satisfied” with the collaborative ELD model, compared with over two-thirds of respondents (69%) teaching grades 3-5.

K-2 Model Satisfaction (n=73)

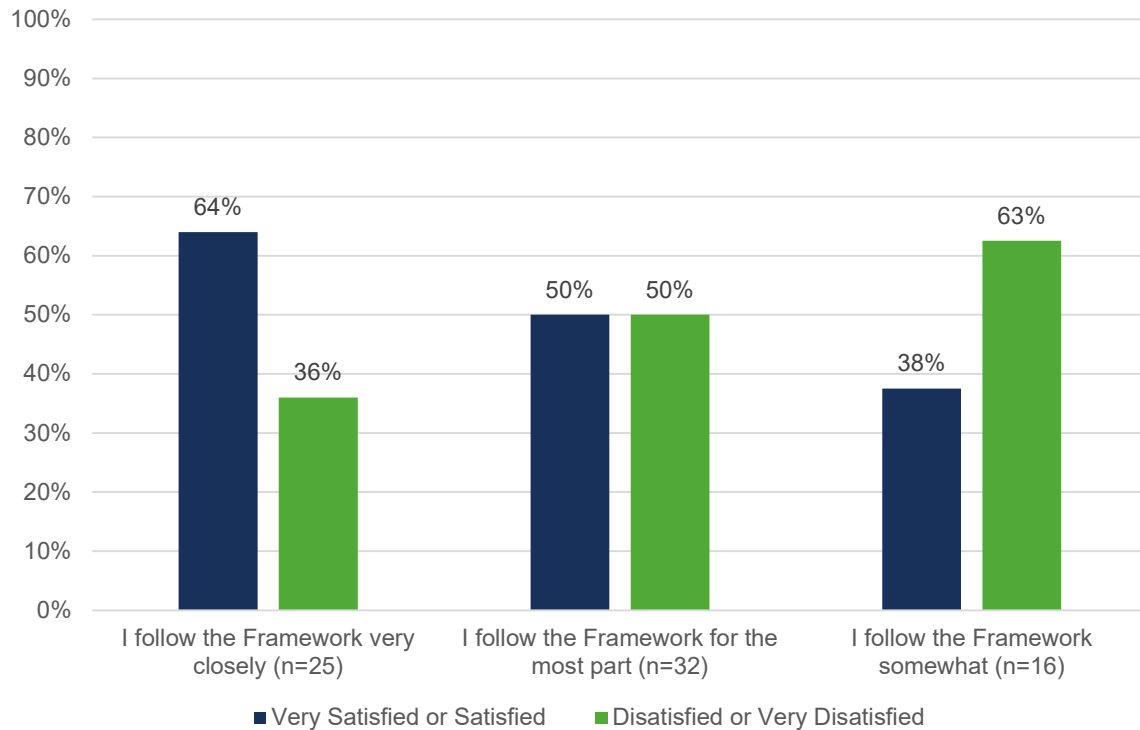


3-5 Model Satisfaction (n=73)

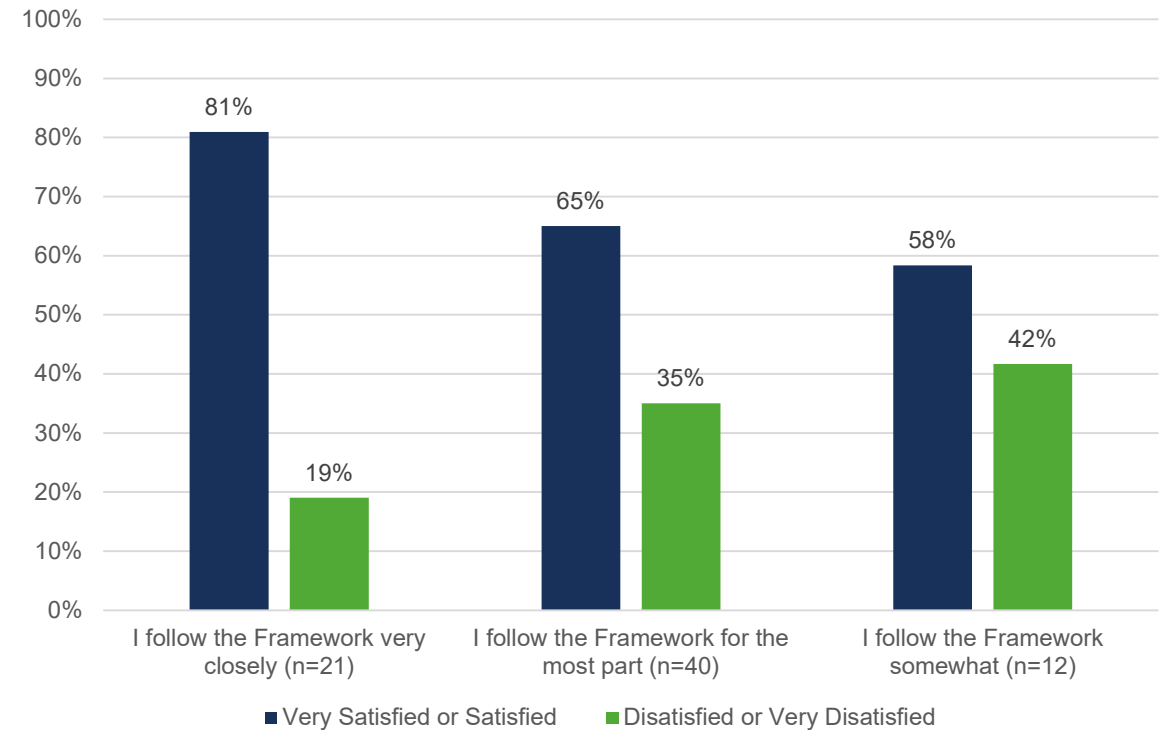


In both grade bands, respondents who said that they followed the model (framework) “very closely” more frequently said that they were “very satisfied” or “satisfied” with the model (framework).

K-2 Implementation Compared to Satisfaction

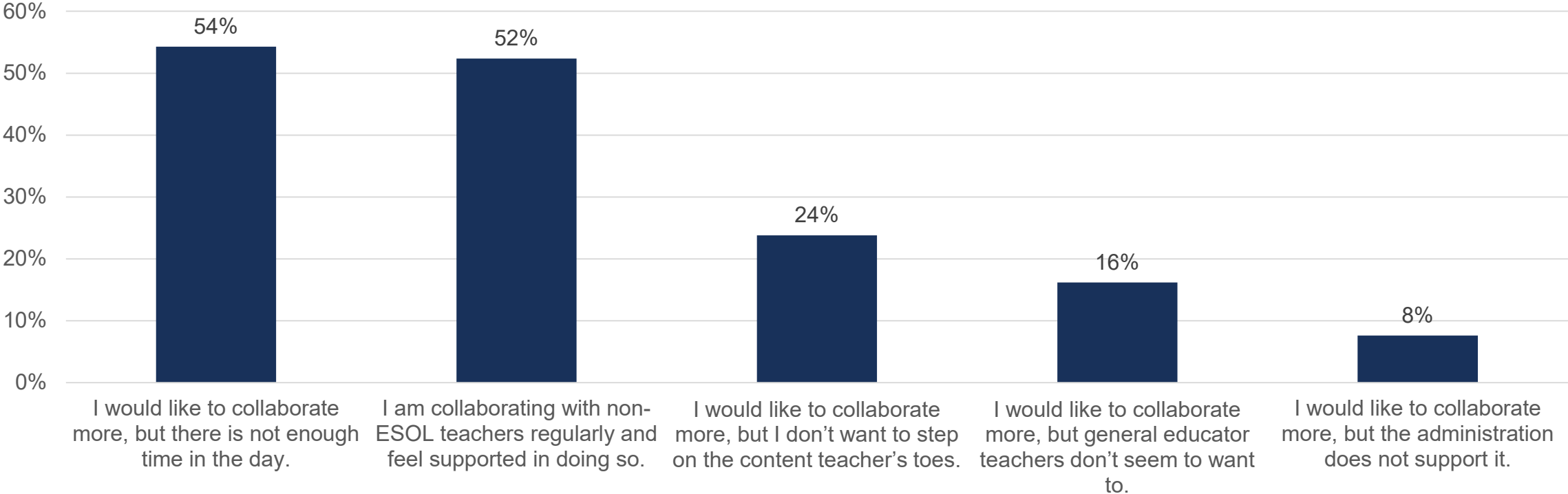


3-5 Implementation Compared to Satisfaction



Over half of the teachers who said that they used the collaborative ELD model indicated that they would like to collaborate more, but there is not enough time in the day.

Which of the following is applicable to your current situation?
(Check all that apply)



n=105 (teachers who indicated they used the collaborative ELD model)

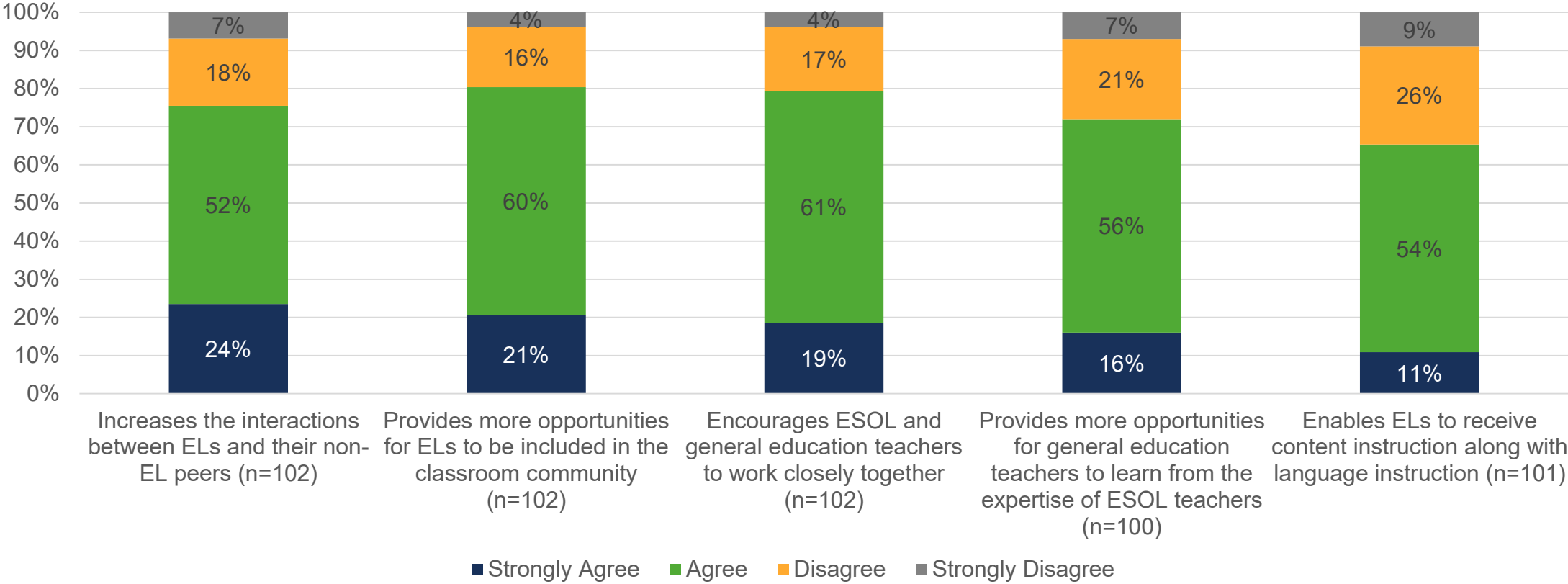
When asked to describe what they would do with more time for co-planning, respondents had a variety of responses.

- *I would be able to plan more scaffolds for students in other classes where services are not provided.*
- *More time to plan would include meeting face-to-face with classroom teachers to plan and develop upcoming lessons and looking for opportunities where the ESOL teacher can effectively support the students at all proficiency levels with the ELD curriculum.*
- *I would use it to work with my colleagues to create and adjust unit plans and year-long goals. I would work on tailoring the curriculum goals to my students and then conferring with my co-teachers about how to implement our lessons.*
- *Teachers that support multiple grades will have time to co-plan, lesson, review data, establish support plans for students that are struggling.*

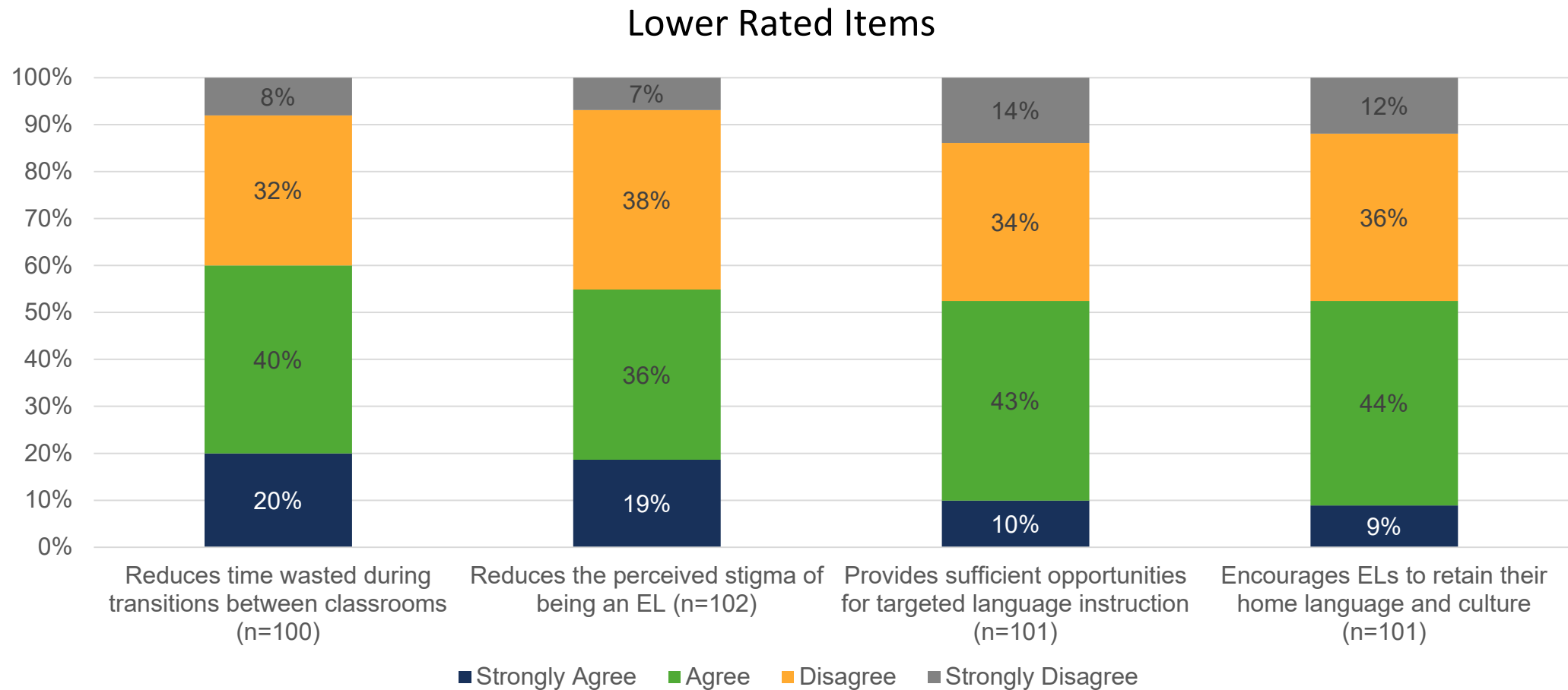
Findings: Perceived Benefits of Implementing the Collaborative ELD Model

Over three-quarters of respondents said that implementing the collaborative ELD model provided more opportunities for ELs to be included in the classroom community (81%), encouraged teachers to work more closely together (80%), and increased the interactions between ELs and their non-EL peers (76%).

Higher Rated Items



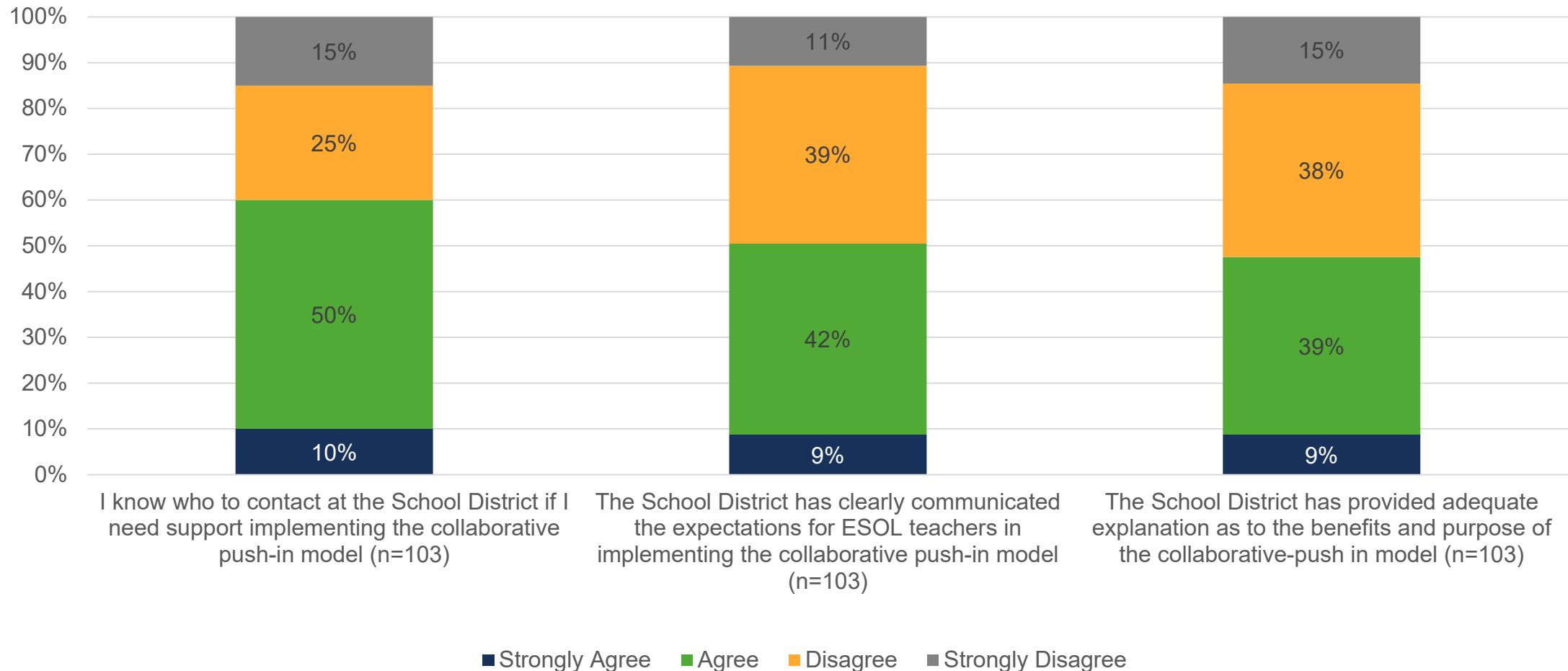
Fewer respondents (53%) said that using the collaborative ELD model provided sufficient opportunities for targeted language instruction and encouraged ELs to retain their home language and culture.



Findings: District-Level Organization and Support

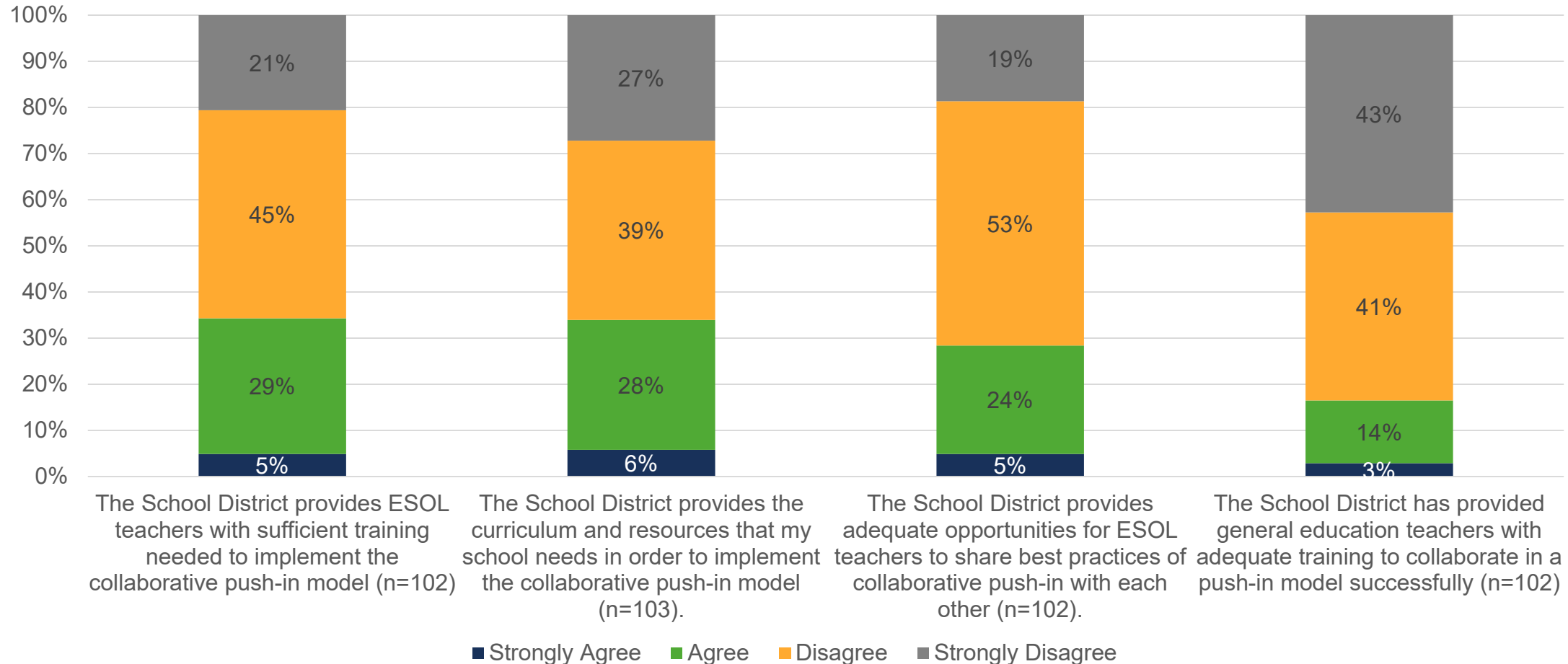
The majority of respondents (60%) said they knew who to contact if they need support in implementing the collaborative ELD model. About half of the respondents said that SDP has communicated the expectation to ESOL teachers about implementing the model (51%) and provided adequate explanation of the benefits and purposes of the model (48%).

Higher Rated Items



Fewer respondents (17%) agreed or strongly agreed that SDP has provided General Education teachers with adequate training to collaborate successfully with ESOL teachers as required by the collaborative ELD model.

Lower Rated Items



Open-ended responses about challenges requiring additional support frequently touched on the need for more training for general education teachers.

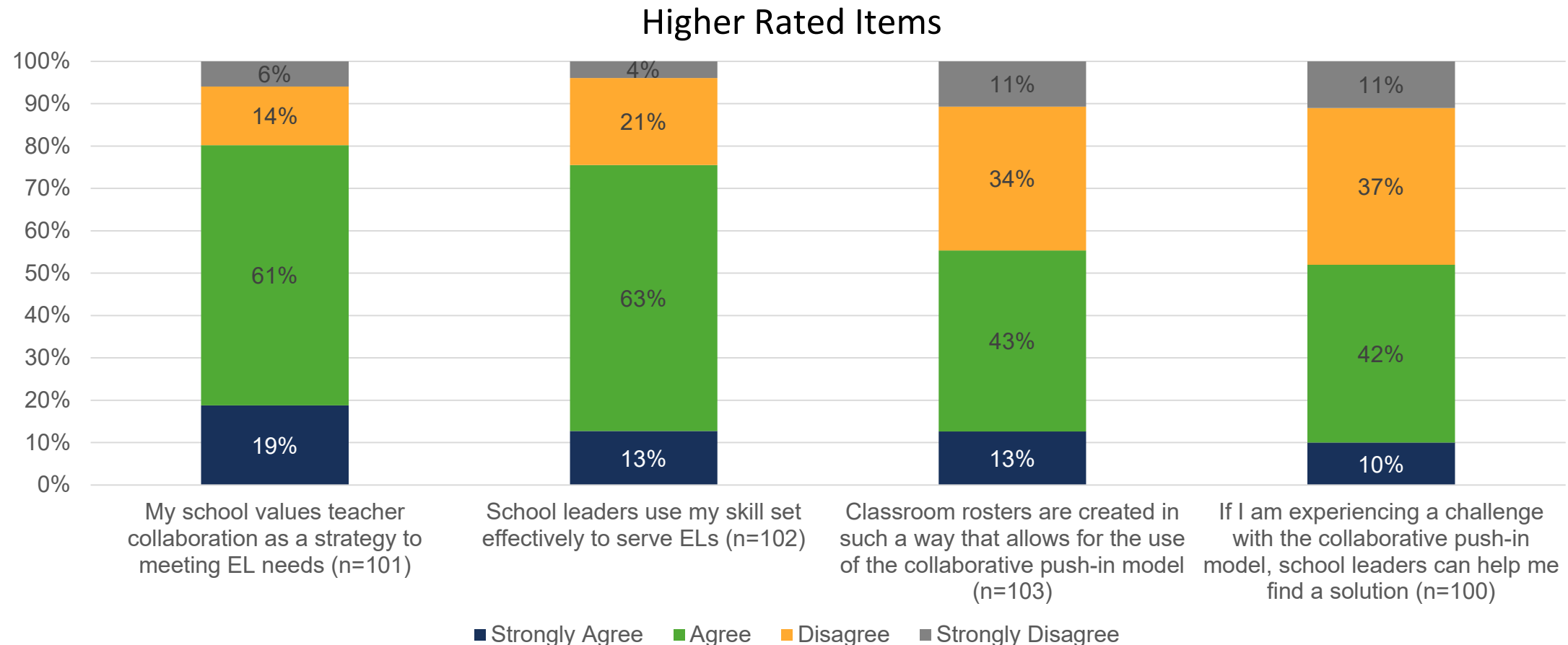
- *The regular education teachers desperately need training on ESOL friendly practices.*
- *There is a lack of knowledge among general education teachers about how to collaborate and co-plan, and also about the needs of ELs. More training for what EL students need and how to co-plan for general education teachers that allow for collaboration between gen-ed and ESOL teachers would help.*
- *ALL teachers should be trained and ready to administer ACCESS tests.*

Respondents identified several other **District-level challenges** that could be addressed with additional supports and resources, including: curriculum, materials, and additional teachers.

- *Newcomer curriculum, guidelines, support. We have to stop ignoring newcomers!*
- *There needs to be some sort of a curriculum. Every year I feel like I'm floundering. We need materials! I feel like I spend all my time trying to find materials and resources to teach the ELs. If I had things readily available, I think I would make more progress with my students.*
- *We could really use some comprehensive resources/materials for newcomer and entering ELs. Please keep in mind that we need all of the pieces of a program for it to be effective. It would also be helpful if the district could find and provide an online program geared towards ELs.*
- *If the district wants true collaboration during push-in, they will have to increase EL staff, train classroom teachers and administrators and force schools to adhere to schedules that are conducive to such plans.*

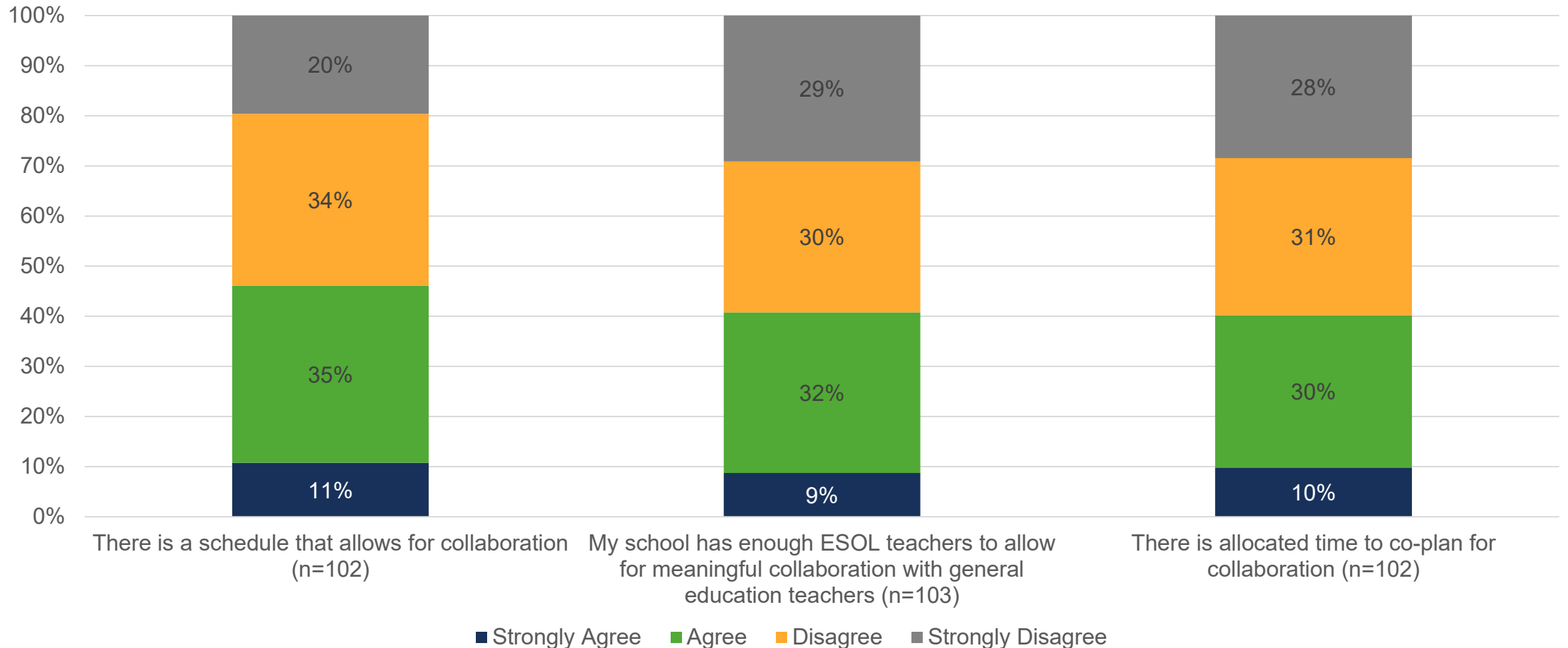
Findings: School-Level Organization and Support

The majority of respondents indicated that their school values teacher collaboration as a strategy to meeting EL needs (80%) and that school leaders use their skill set to effectively serve ELs (76%).



Fewer respondents indicated that their school has a schedule that allows for collaboration (46%), has enough ESOL teachers to allow for meaningful collaboration (41%), and has allocated time for teachers to co-plan (40%).

Lower Rated Items

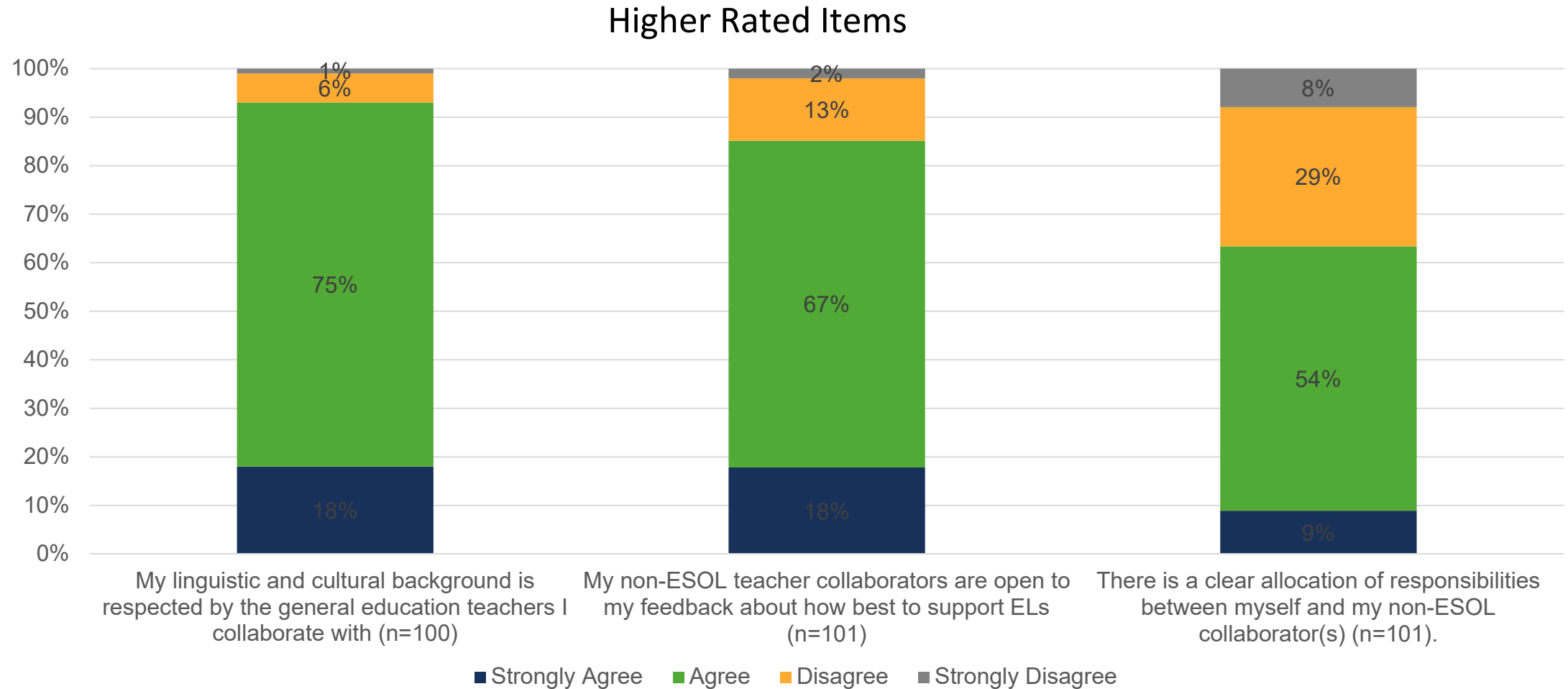


Respondents identified **school-level challenges** that could be addressed with additional supports and resources, including: additional teachers, space, and better rostering.

- *We need to increase the ESL teacher- EL ratio in order to provide the kind of service they would receive in a suburban school.*
- *I think that additional ESOL teachers would solve most of the challenges*
- *Rostering seems to be the biggest problem*
- *Ensuring that ESOL teachers have their own classrooms to teach. I feel ESOL teachers are placed in corners of used rooms or where there is "space" available to teach but are required to show students progress. We are expected to follow the same expectations as classroom teachers but we don't have a classroom to perform the same routines or expectations (hanging anchor charts, word walls, SMART boards, laptops/chromebooks).*

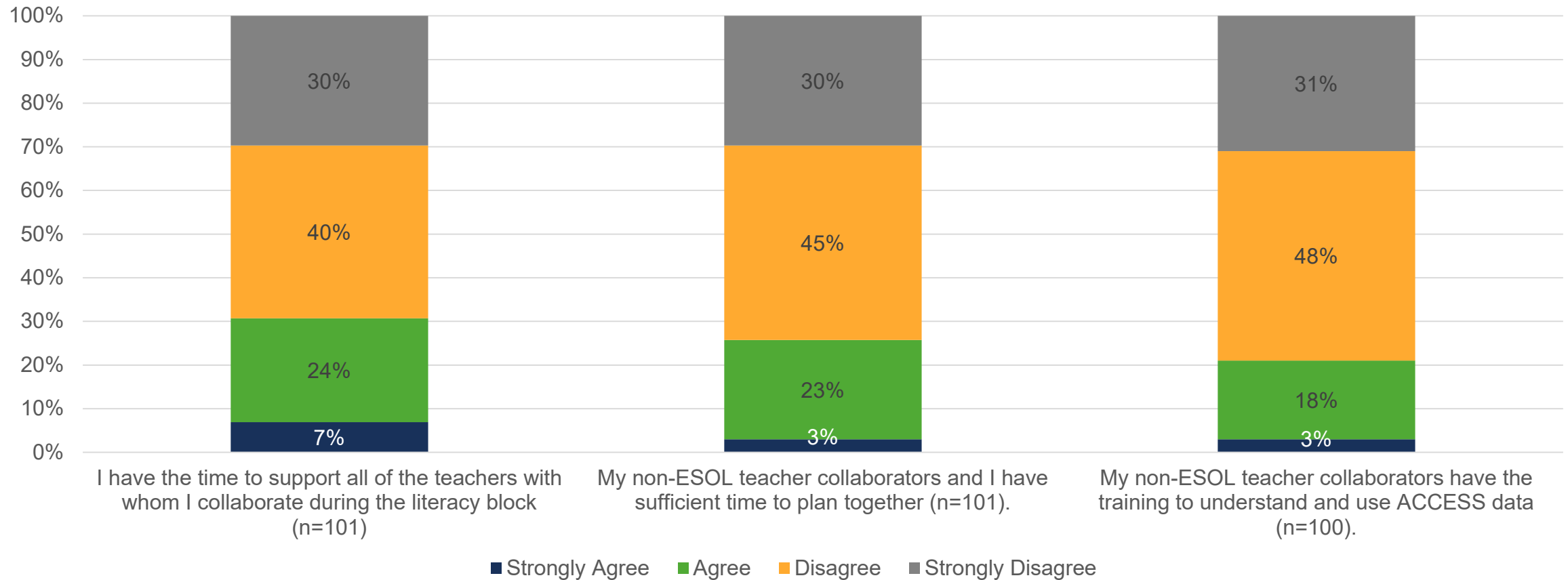
Teacher-Level Organization and Support

The majority of respondents indicated that their linguistic and cultural background is respected by their collaborators (93%), that their collaborators are open to feedback about how best to support ELs (85%), and that there is a clear allocation of responsibilities between ESOL and non-ESOL teachers (63%).



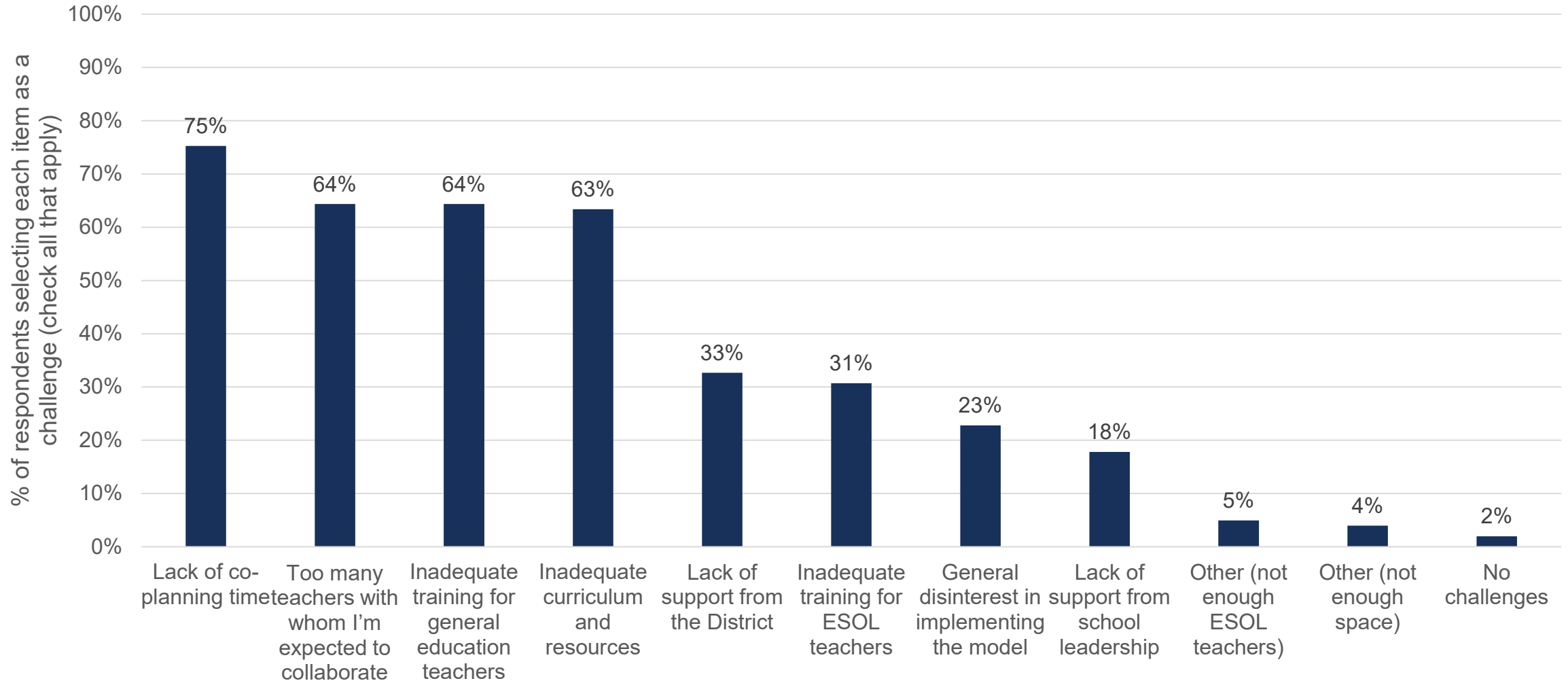
Fewer respondents indicated that they have time to support all of the teachers with whom they collaborate (31%), have sufficient time to plan with their collaborators (26%), and that their collaborators have the training they need to use ACCESS data (21%).

Lower Rated Items



Challenges

Respondents indicated that a lack of co-planning time, the number of teachers with whom they are expected to collaborate, inadequate training for gen-ed teachers, and inadequate curriculum and resources were the primary challenges to effectively implementing the collaborative ELD model.



n=101

Several respondents elaborated on the primary challenges to implementing co-teaching. Lack of space, lack of support for newcomers, insufficient ESOL teachers, and scheduling were all commonly discussed challenges.

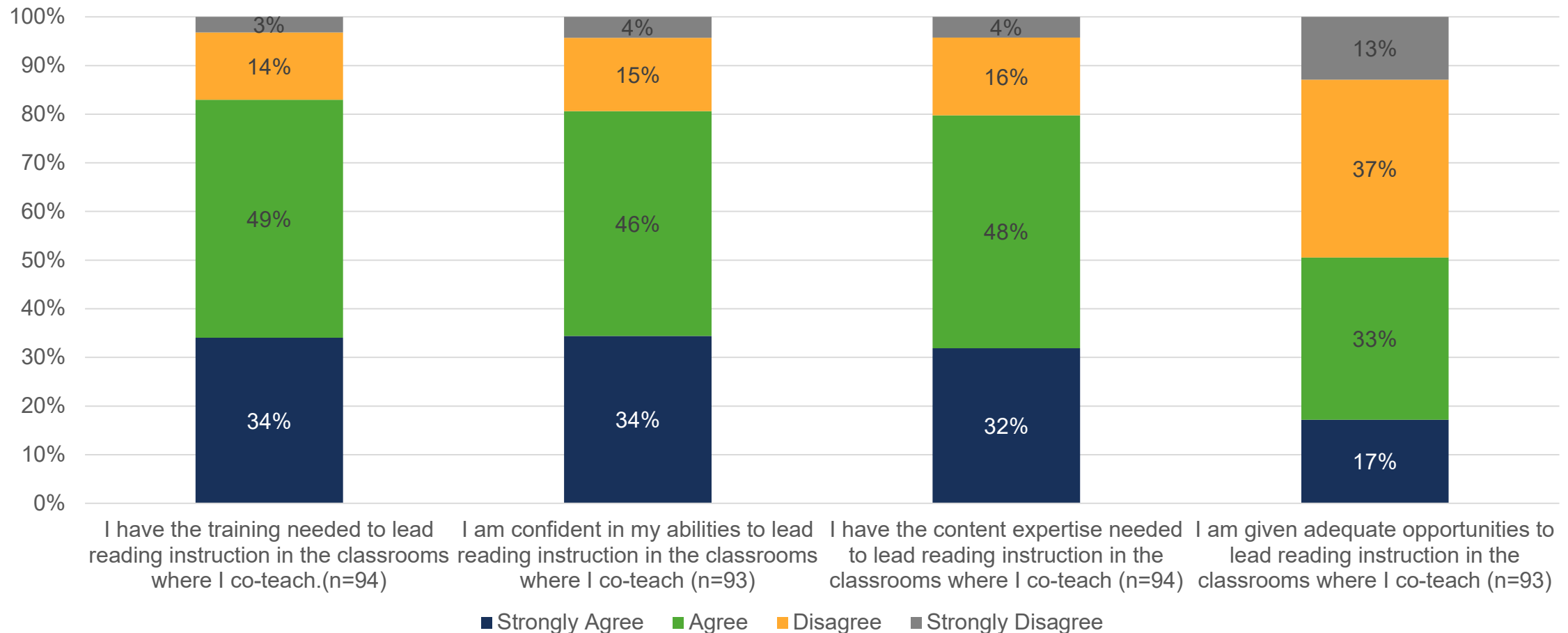
- *No space for me to work in the classroom with my students when I need to work with a small group. The noise level in the classrooms can be too loud for my ELL students to hear me, and same for to hear them.*
- *Not enough ESOL teachers for service the large population of ELs in our school.*
- *I believe because of the number of teachers with ELs in their classroom, it is difficult to find time in the daily schedule to plan collaboratively.*
- *The newcomers do not get enough support with the collaborative push-in model.*

When asked if they were ever assigned duties that they believed did not improve outcomes for EL students, 21 out of 48 responses (44%) were about covering classes and dismissal times. Teachers also mentioned doing interventions for non-EL students and unnecessary testing as non-beneficial duties.

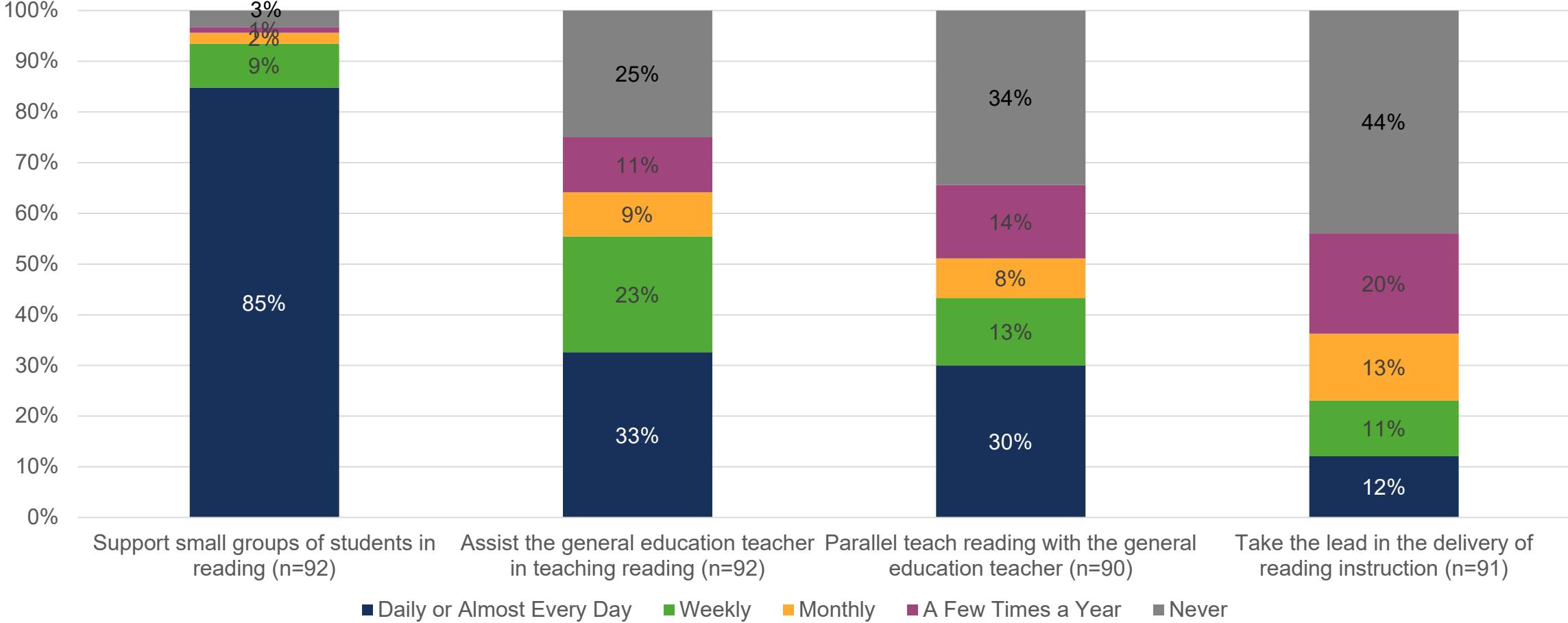
- *I am often assigned to substitute in a classroom for whatever reason... RARELY does a week go by when I am not dismissing or subbing in another room. Obviously, during these times, I do not service my students.*
- *Covering grade group meeting during intervention. This cuts so much possible instruction time that our school leadership assumes we have and use.*
- *ELs who are level 1 and 2 should not be taking the reading and math benchmarks. The math benchmarks are all reading of word problems. Many content teachers complain about this because it affects their classroom data.*

Teacher Collaboration: Instruction

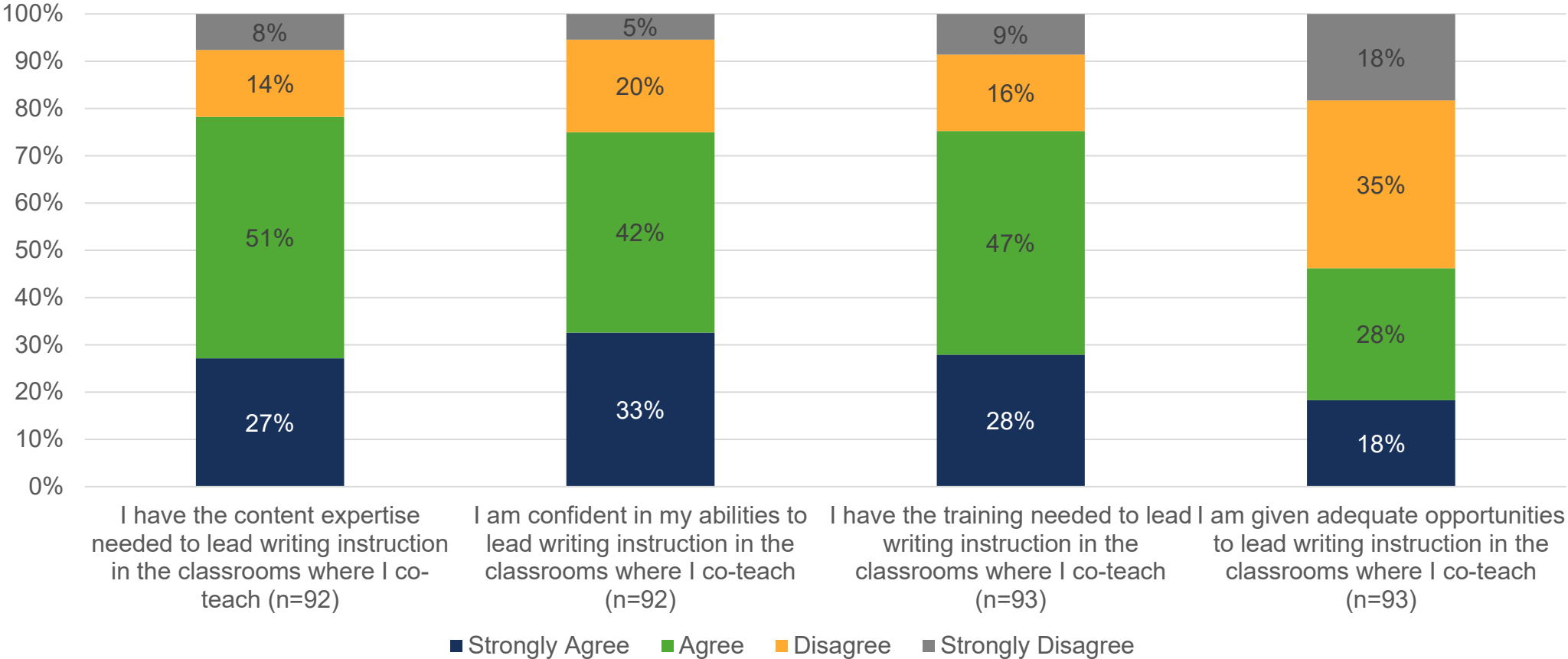
Most respondents indicated that they have the training (83%), confidence (80%), and content expertise (80%) to teach **reading**. However, fewer than half (40%) indicated that they have adequate **opportunities to lead reading instruction**.



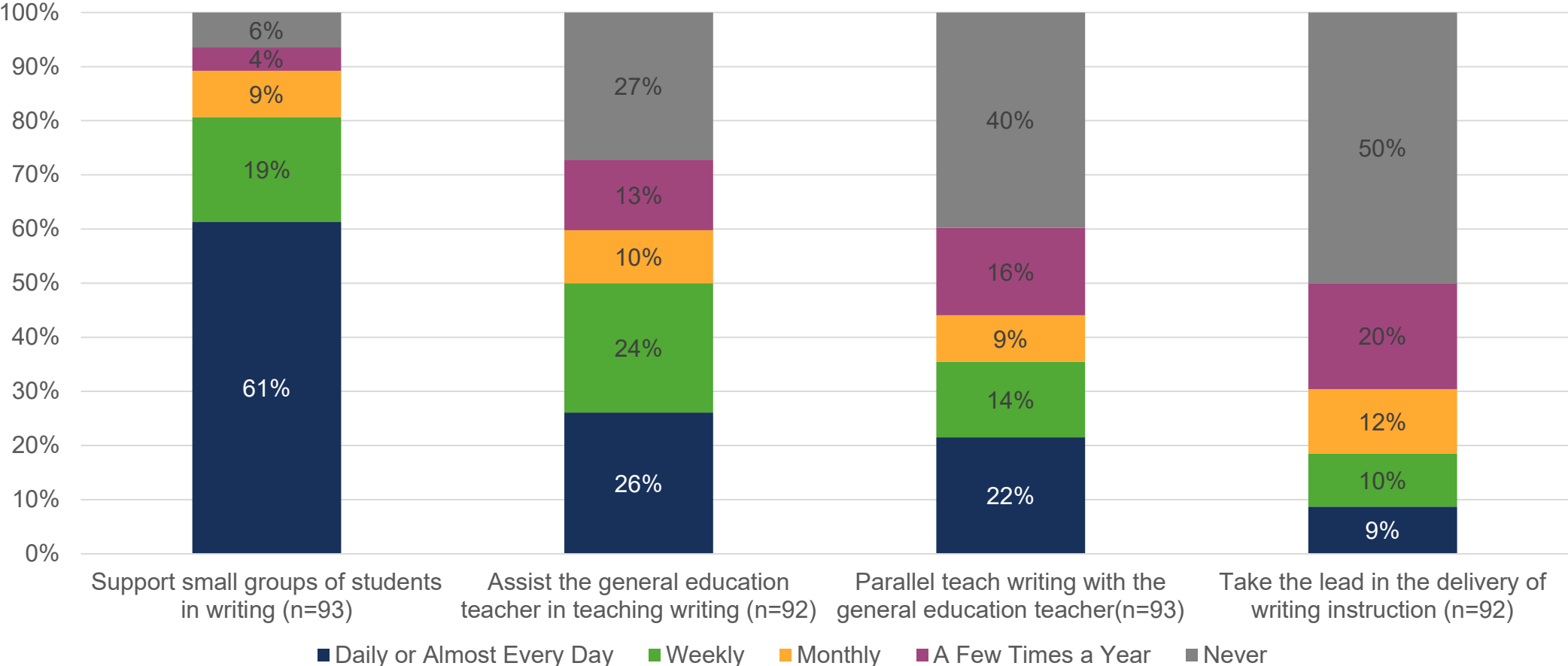
Most respondents (85%) indicated that they support small groups of students daily during **reading instruction**. Just under half of respondents (44%) indicated that they never lead the delivery of **reading instruction**.



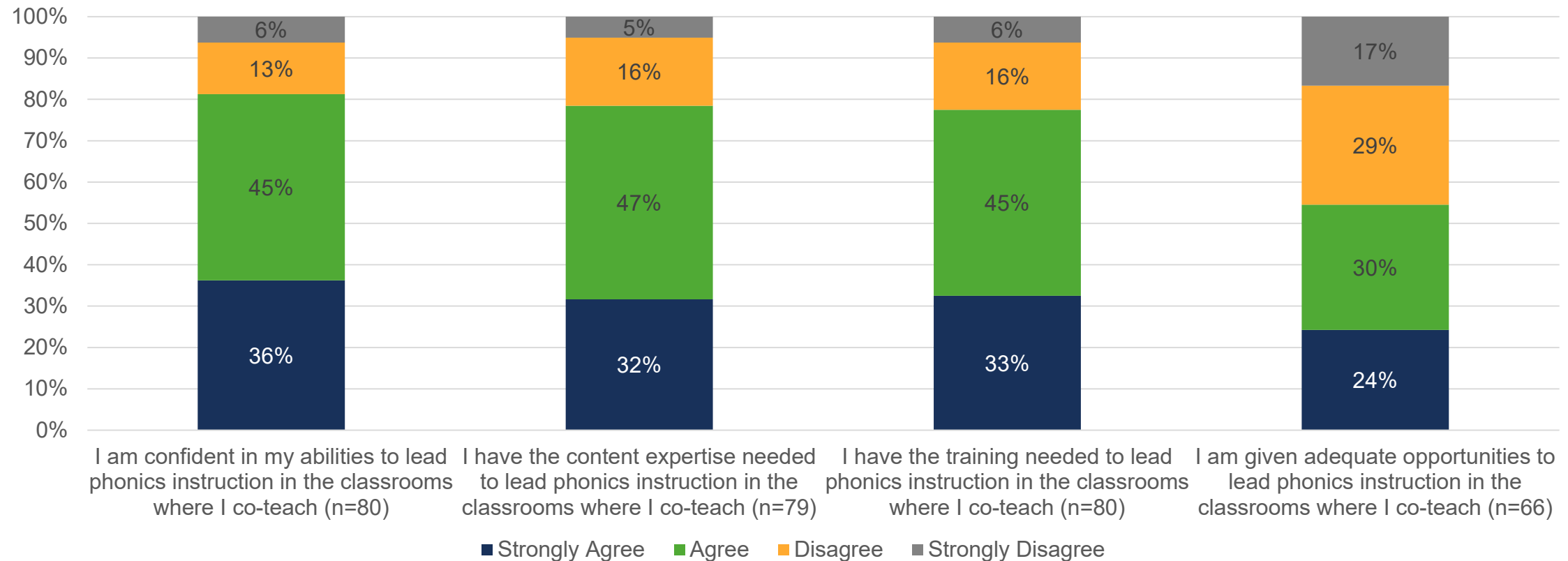
Over three-quarters of respondents indicated that they have the content expertise (78%), confidence (75%), and training (75%), to teach **writing**. However, less than half (46%) indicated that they have adequate **opportunities to lead writing instruction**.



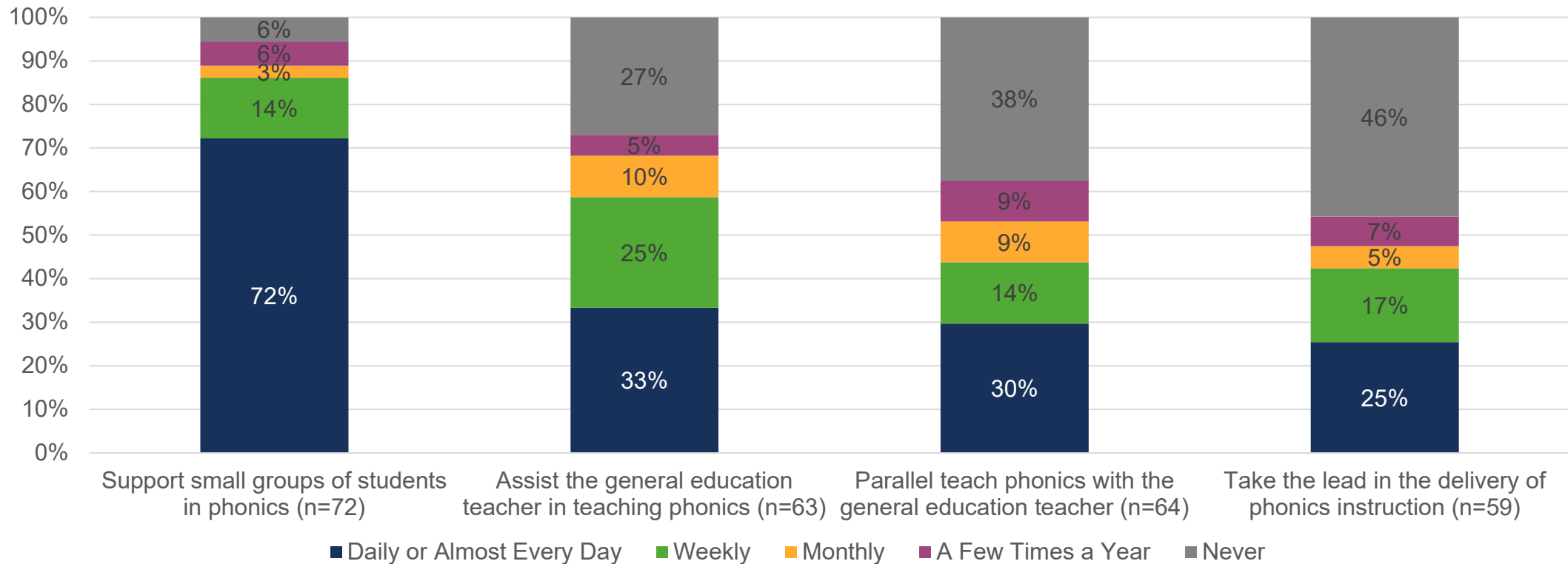
Just under two-thirds of respondents (61%) indicated that they support small groups of students daily during **writing instruction**. Half of respondents (50%) indicated that they never lead the delivery of **writing instruction**.



Over three-quarters of respondents indicated that they have the confidence (78%), content expertise (75%), and training (75%) needed to teach **phonics**. However, just over half (54%) indicated that they have adequate **opportunities to lead phonics instruction**.

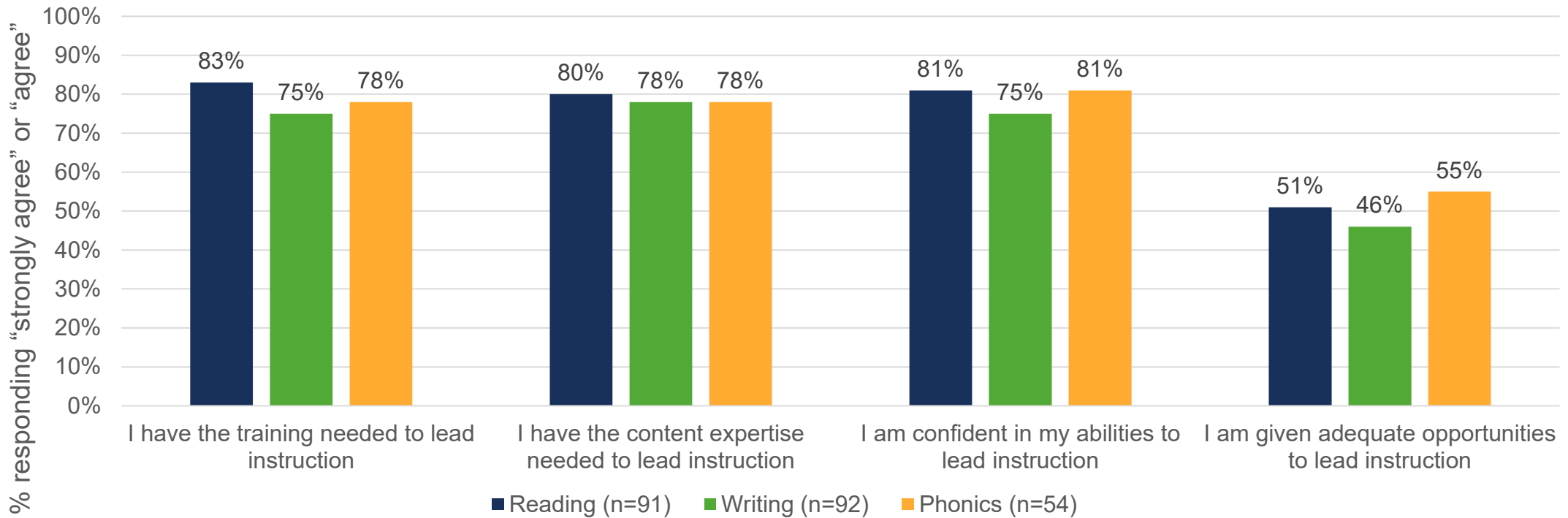


Nearly three-fourths of respondents (72%) indicated that they support small groups of students daily during **phonics instruction**. Nearly half of respondents (46%) indicated that they never lead the delivery of **phonics instruction**.



Responses to questions about training, expertise, confidence, and opportunity to lead instruction were similar across all components of the literacy block (reading, writing, and phonics).

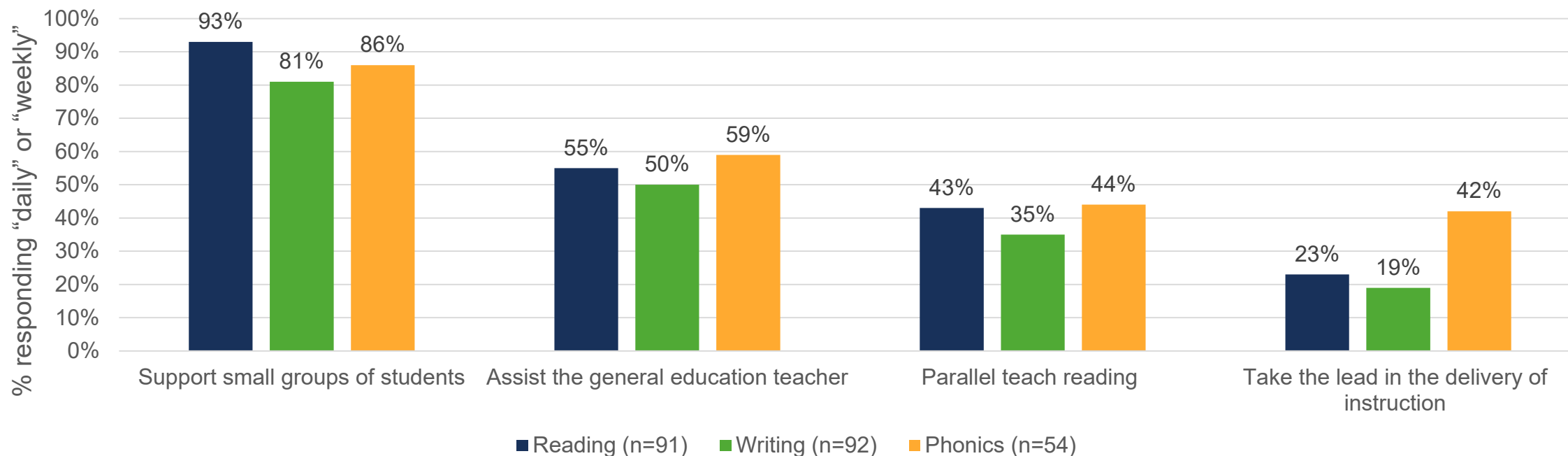
Comparison of the percentage of respondents who “strongly agree” or “agree” by reading, writing, and phonics (components of the literacy block)



Note: Questions about phonics instruction only apply to ESOL teachers who serve K-2 students which is why the number of respondents is lower for questions related to phonics instruction.

Respondents indicated that they most frequently took the lead in the delivery of phonics instruction (42% responding “daily” or “weekly”) compared to reading instruction (23%) and writing instruction (19%).

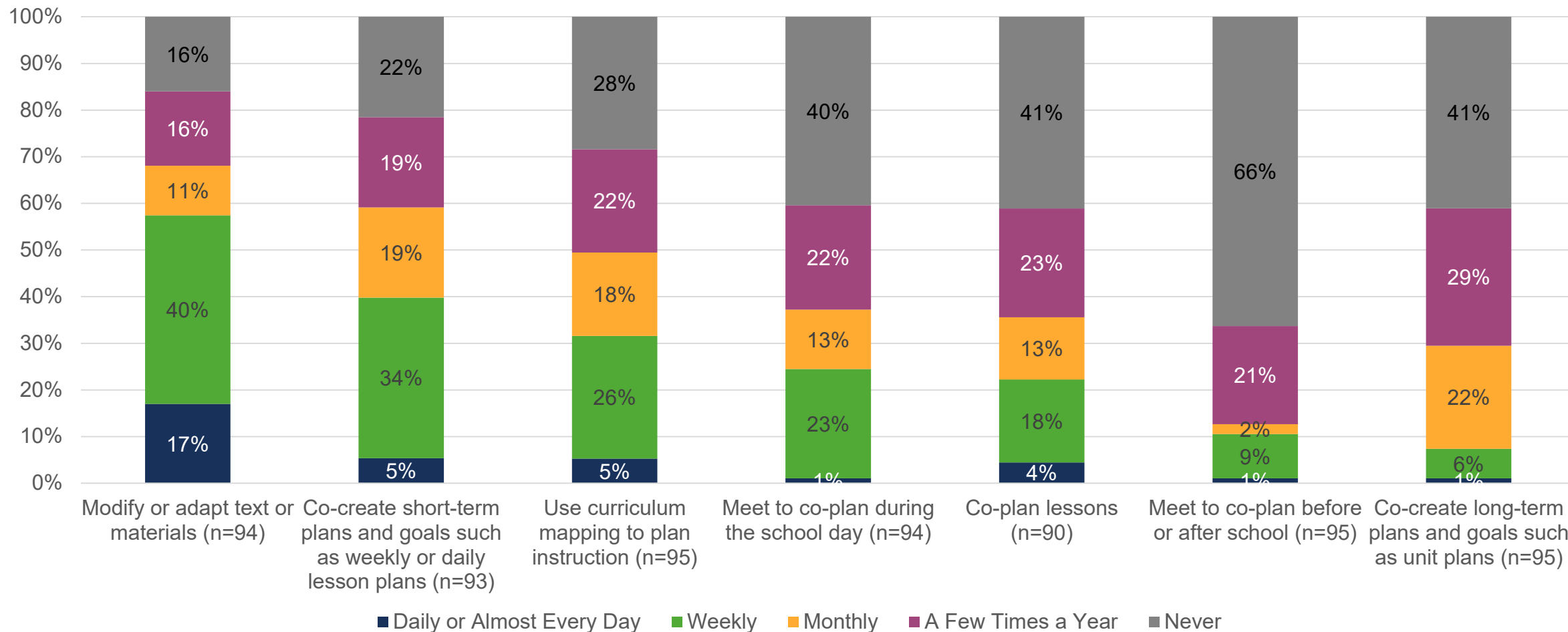
Comparison of the percentage of respondents who responded “daily” or “weekly” by reading, writing, and phonics (components of the literacy block)



Note: Questions about phonics instruction only apply to ESOL teachers who serve K-2 students which is why the number of respondents is lower for questions related to phonics instruction.

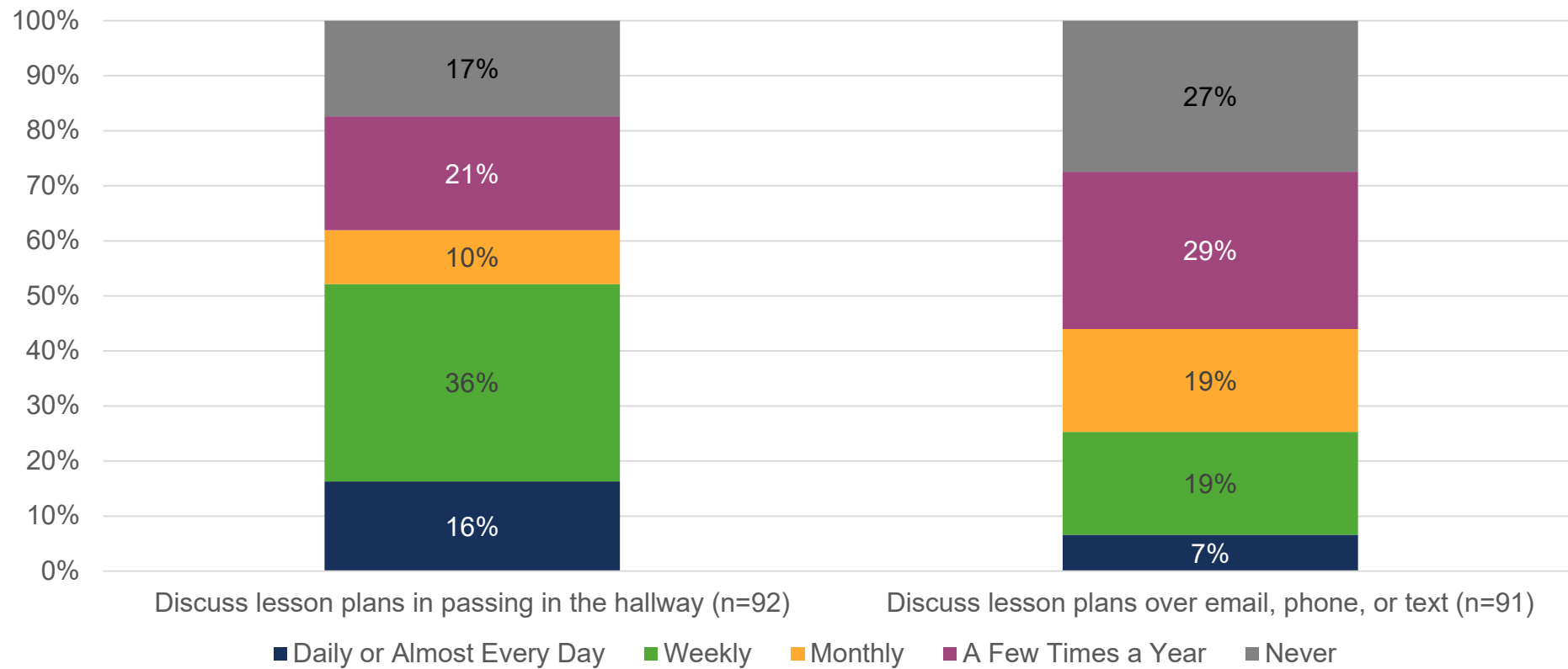
Teacher Collaboration: Planning and Reflection

Respondents indicated that they most frequently collaborated with general education teachers to modify or adapt text or materials; 57% said that they did this daily or weekly. Few respondents said that they participated in any formal collaborative activity on a daily basis and about 40% indicated that they never co-plan lessons or create long-term plans with their collaborators.

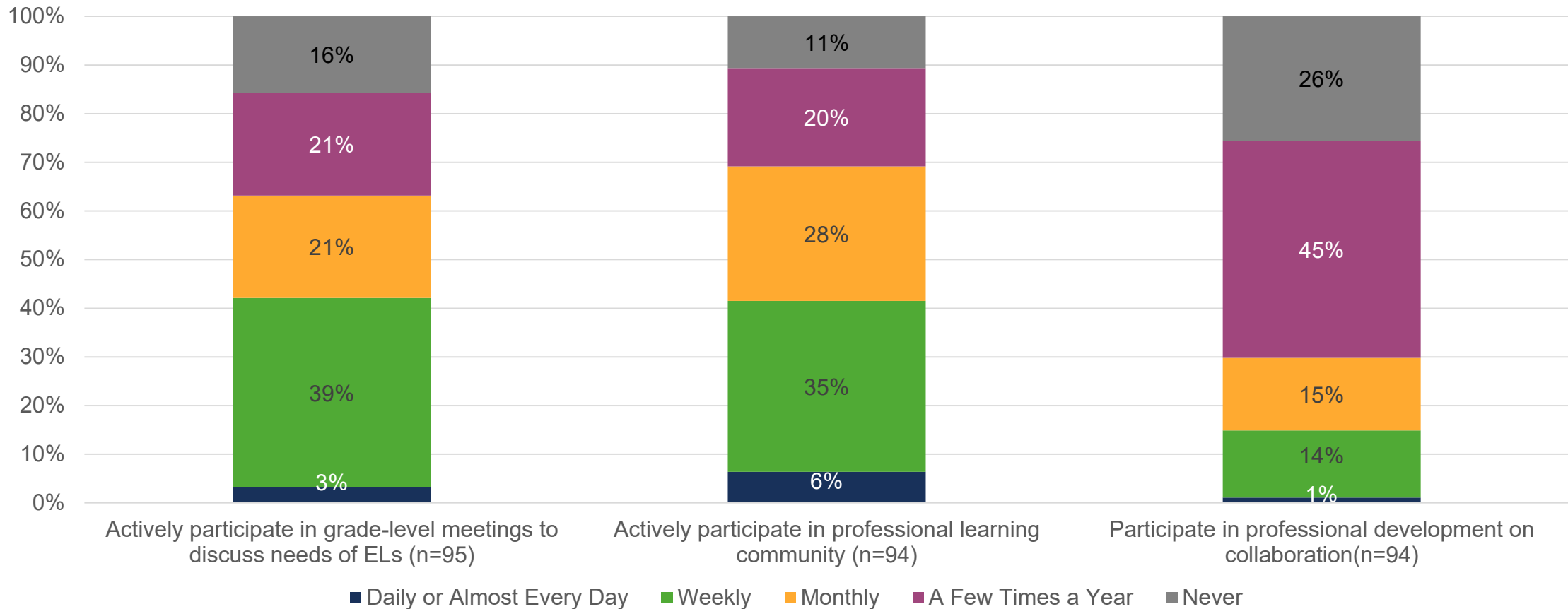


Over half of respondents (52%) indicated that they discussed lesson plans with their gen-ed collaborators in passing daily or weekly. Fewer respondents discuss lesson plans over email, phone or text daily or weekly (26%).

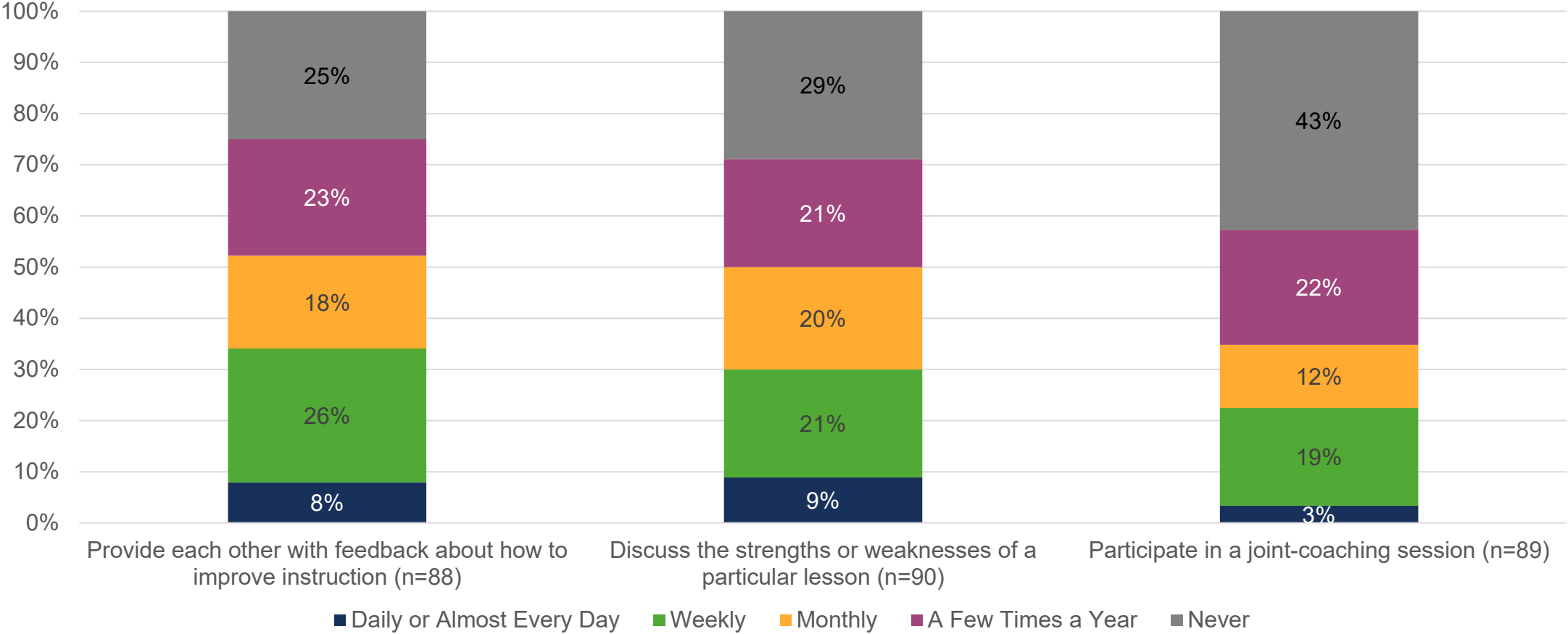
Informal Collaboration Activities



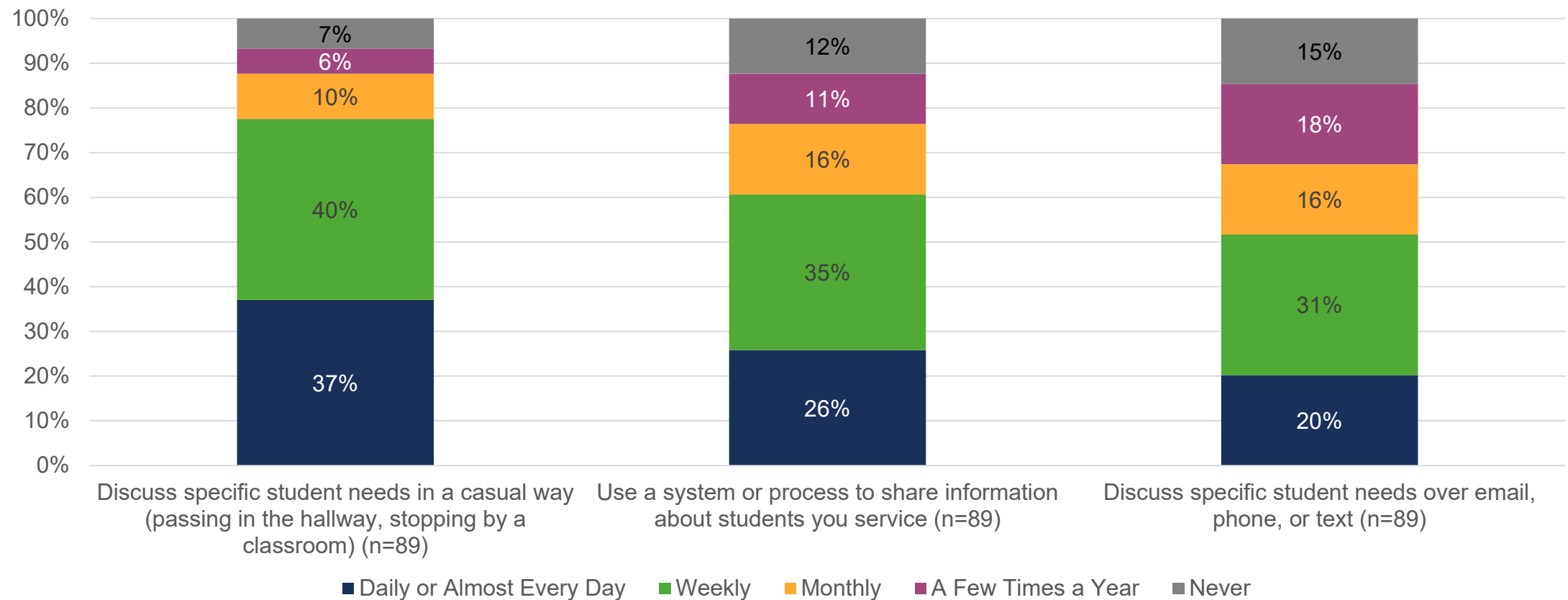
About 40% of respondents indicated that they participate in grade-level meeting or professional learning communities daily or weekly. Nearly three-quarters of respondents indicated that they've participated in a professional development on collaboration at least a few times a year.



About one-third of respondents indicated that they share feedback and discuss the strengths and weaknesses of particular lessons with the gen-ed teachers with whom they collaborate on a daily or weekly basis.



Over three-quarters of respondents (77%) indicated that they informally discuss student needs with the General Education teachers with whom they collaborate daily or weekly.



Teachers shared co-teaching practices in place at their own schools which they thought other schools could adopt. Many suggestions touched on rostering and scheduling, designated space in classrooms, and a culture of openness and collaboration.

- *I work very closely with the principal when leveling the EL's at the end of the year. This is done to make sure they are grouped together in one classroom per grade or two. This makes collaborating and push-in MUCH easier.*
- *Something simple like having designated corners of each classroom you serve your students in. Have it pre-arranged before the students arrive to set routines in place immediately.*
- *Our teachers are friendly and open to each other and this is the most important ingredient. They have put their egos aside and focus on what is good for the children.*

Overall, respondents reported that:

- The collaborative ELD model is more inclusive for ELs, but it does not support all ELs equally and may not provide sufficient targeted instruction
- ESOL teachers may not always have the resources or support they need to make their school's vision for ELs succeed. Specifically, ESOL teachers say they need:
 - More ESOL teachers
 - More time for planning and teaching students
 - Better training for non-ESOL teachers about EL needs and strategies
 - Curriculum for ELs
- Although more than three-quarters of respondents indicated that they have the training, content expertise, and confidence to teach across the literacy block, only half felt that they had adequate opportunities to do so.

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